

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



## 2015-2016 TITLE I SCHOOLWIDE PLAN\*

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: IRVINGTON PUBLIC SCHOOLS	School: Grove Street School
Chief School Administrator: DR. N. HACKETT	Address: 602 Grove Street
Chief School Administrator's E-mail: nhackett@irvington.k12.nj.us	Grade Levels: Pre K-5
Title I Contact: Eileen Walton	Principal: Dr. Deniese Cooper
Title I Contact E-mail: ewalton@irvington.k12.nj.us	Principal's E-mail: dcooper@irvington.k12.nj.us
Title I Contact Phone Number: 973 399-6800 X1673	Principal's Phone Number: 973 399- 6800 X2401

### Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Dr. Deniese Cooper  
Principal's Name (Print)

*Dr. Deniese Cooper*  
Principal's Signature

7/1/15  
Date

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

### Critical Overview Elements

- The School held \_\_\_\_\_4\_\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ \$44,024.75, which comprised \_\_\_\_\_% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ \_\_\_\_\_, which will comprise \_\_\_\_\_% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Implementation of After School Academy Tutorial Program <b>Grades 1-5</b>	Problems # 1,2 &3	Improve Student Academic Performance	100-100 (Salaries) 200-200 (Benefits)	\$ 14,404.04  \$1101.90
Incentives (Honor Roll, Perfect Attendance, Citizenship Awards Ceremony) <b>PreK-5</b>	Problems # 1,2, 3 &4	Improve Student Academic Performance	200-500	\$1,500.00
25 Chrome Books and one cart <b>Grade- 3</b>	Problems #1,2 &4	Improve Student Academic Performance	100-600	\$12, 500.00
Classroom Libraries K-5	Problems #1, 2, & 3	Improve Student Academic Performance	100-600	\$7,200.00
Step Team <b>Grades 2-5</b> (Oct 7 <sup>th</sup> -May 18 <sup>th</sup> )	Problem # 4	Improve School Culture	200-100 (Salaries) 200-200 (Benefits)	\$2,970.00  \$227.21

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Staff Incentives (Customized)	Problem # 4	Improve School Culture	200-500	\$500.00
Actors Club <b>Grades K-5</b> (April 7 <sup>th</sup> -June 9 <sup>th</sup> )	Problems #1, 2, & 3	Improve School Culture and Student Academic Performance	200-100 (Salaries) 200-200 (Benefits)	\$1480.00 \$113.22
Cheerleading Club <b>Grades 2-5</b> (April 8 <sup>th</sup> -June 3 <sup>rd</sup> )	Problems # 1,2, 3 &4	Improve School Culture	200-100 (Salaries) 200-200 (Benefits)	\$1332.00 \$101.90
Family Math and Literacy Night	Problems # 1&2	Improve School Culture and Student Academic Performance	Supplies Food	\$200.00 \$394.02
Student Achievement Luncheons <b>Grades Pre-K-5</b>	Problems #1,2 &4	Improve School Culture and Student Academic Performance	200-500 Food and Student Incentives (T-Shirts)	\$1500.00

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

### Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***\*Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Dr. Deniese Cooper	Principal	Yes	Yes	Yes	
Mrs. Nancy Howe	Guidance Counselor	Yes	Yes	Yes	
Mr. Reginald Robertson	Technology Coordinator	Yes	Yes	Yes	
Ms. October Hudley	Media Specialist	Yes	Yes	Yes	
Ms. KeriLynn Lowenstein	Teacher	Yes	Yes	Yes	
Mrs. Yancey Dykes	Teacher	Yes	Yes	Yes	
Ms. Shanice Lee	Parent	Yes	Yes	Yes	
Mrs. Karen Lewis	Teacher	No	Yes	Yes	
Ms. Sarah Laryea	Teacher	Yes	Yes	Yes	
Mr. R. Douglas	Teacher	Yes	Yes	Yes	

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### Stakeholder/Schoolwide Committee Meetings

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
Jan 22,2015	Principal's Office	Needs Assessment	Yes	No	Yes	No
February 6,2015	Principal's Office	Needs Assessment	Yes	Yes	Yes	Yes
March 10, 2015	Principal's Office	Needs Assessment	Yes	Yes	Yes	Yes
March 17,2015	Principal's Office	Plan Development	Yes	Yes	Yes	Yes
March 25, 2015	Principal's Office	Plan Development	Yes	Yes	Yes	Yes
May 6, 2015	Principal's Office	Plan Evaluation	Yes	Yes	Yes	Yes

***\*Add rows as necessary.***

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<p><b>What is the school's mission statement?</b></p>	<p>We recognize all students as outstanding individuals with a broad range of talents, abilities, interests, and challenges. We also regard the teaching-learning process as one that embraces the uniqueness for each child. Our actions are deliberate as we commit to providing a quality education for each student.</p> <p><b><u>Our Staff Members will:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Prioritize professional development and stay abreast of the most effective research-based instructional strategies</b></li> <li>• <b>Enhance instruction by integrating technology on a daily basis</b></li> <li>• <b>Strive to create critical thinkers and innovative learners</b></li> <li>• <b>Work collaboratively</b></li> <li>• <b>Use multiple forms of communication on a consistent basis</b></li> <li>• <b>Include students with special needs in regular education classrooms as frequently as possible</b></li> <li>• <b>Monitor growth and progress through various forms of assessment to track and plan for each student's educational needs</b></li> <li>• <b>Recognize and create a nurturing environment that consists of a clear set of expectations</b></li> </ul>	<p>We recognize all students as outstanding individuals with a broad range of talents, abilities, interests, and challenges. We also regard the teaching-learning process as one that embraces the uniqueness for each child. Our actions are deliberate as we commit to providing a quality education for each student.</p> <p><b><u>Our Staff Members will:</u></b></p> <p><b><u>Our Parents will:</u></b></p>
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## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

	<p><b><u>Our Parents will:</u></b></p> <ul style="list-style-type: none"> <li>• Actively participate in their child’s education on a daily basis</li> <li>• Attend schoolwide events that include conferences, assemblies, concerts, PTA meetings, and all school activities</li> <li>• Be accountable for their students’ academic performance</li> <li>• Communicate with their child’s teacher on a consistent basis</li> <li>• Establish effective and meaningful partnerships with their child’s school</li> <li>• Participate in the decision making process at the school</li> <li>• Work to accomplish schoolwide goals and objectives</li> </ul> <p><b><u>Our Students will:</u></b></p> <ul style="list-style-type: none"> <li>• Take advantage of all opportunities to learn</li> <li>• Understand and adhere to all school rules and procedures</li> <li>• Be responsible for their actions</li> <li>• Participate in school activities</li> </ul>	Attend sc
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## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of 2014-2015 Schoolwide Program \*

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

Yes, the program was successfully implemented as planned.

2. What were the strengths of the implementation process?

The strengths of the implementation process were focused on student achievement and working collaboratively through grade level meetings. We also consistently collected and disaggregated data to drive instruction and to make informed decisions.

3. What implementation challenges and barriers did the school encounter?

There were some barriers such as teacher absence for professional development, and the implementation of new programs during the school year which resulted in schedule changes.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

### **STRENGTHS**

- The implementation of state and district grade level assessments
- Staff PD for certain initiatives (i.e. My Math, Guided Reading, etc.)
- Central office support and guidance
- Sufficient supplies and resources
- Collaborative grade level approach
- Positive perceptions and support from the staff

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

- On Course Lesson Planning (encouraged teacher collaboration and the designing of coherent lessons and instruction)
- Differentiated Grouping of Students

### WEAKNESSES

- Transient student population
- The need for extensive and continuous Professional Development
- Student attendance at the After School Tutorial Programs
- Insufficient Parent Participation
- Lack of Differentiated Instruction within the classroom
- Teacher training and the programs being implemented midway through the school year

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

- Common Planning Grade Level Meetings (time built into the schedule)
- Weekly Faculty Meetings
- Established Transparency (Data Team sharing and disaggregating of data with all stakeholders)
- Differentiated Professional Development for Staff
- Support and resources from Central Office
- Shared goals, objectives, and vision
- Plan was discussed at School Leadership Council meetings, which has parent representation

## **SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

- During Common Planning Meetings and one on one discussions, it was revealed that some individuals were apprehensive of the implementation process
- Judging from their level of enthusiasm and conversations during Common Planning Meetings it was revealed that most of the staff embraced opportunities to share and work collaboratively
- Judging from their level of enthusiasm and conversations during Common Planning Meetings as well as Faculty Meetings, members were supportive after the initial implementation phase
- Notes regarding teacher feedback reveal that many understood that change is inevitable in order to improve student academic achievement

A staff survey was used to measure perception.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

- Parents expressed interest and supported after school tutorial programs to improve their children's academic performance
- Notes from Community Meetings as well as those obtained during conversations revealed the willingness of parental support regarding efforts to improve student achievement

## **SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

- Small Group Sessions
- One on One
- Grade Level Meetings
- Faculty Meetings
- Email
- School Leadership Committee
- PTA Meetings
- Parent Workshops
- Parent Conversation Hour

9. How did the school structure the interventions?

- I&RS Process
- Conferences with parents/guardians
- Conferences with students
- Collaboration of staff to identify and address students' individual needs
- Differentiated Instruction
- Positive Behavior Support in Schools (PBSIS)
- Collaboration with the Guidance Counselor and Health and Social Services Coordinator (HSSC)
- Individual Student Plans and Individual Educational Plans
- Referrals to outside agencies
- Professional Development
- Collaboration with Content Area Supervisors
- Collaboration with Central Office

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

10. How frequently did students receive instructional interventions?

- Daily
- As delineated by needs assessment and I&RS
- As defined by IEPs
- Students received instructional interventions as often as necessary

11. What technologies did the school use to support the program?

- Smart board
- School Messenger System
- School and District Web Page
- IPAD
- Google Docs
- Power School
- On Course Lesson Planning
- Email
- EAssessments
- Computer Programs; (Websites-e.g., Scholastics, Starfalls, etc.)
- System 44
- Read 180
- Chrome books

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

12. Did the technology contribute to the success of the program and, if so, how?

Technology was an integral part of the program. All of the classrooms with the exception of the art, ELL, music, health classes have smart boards. Lesson plans are designed with the application of interactive Smart board activities for students. The interactive Smart board activities help students utilize the various learning styles by providing a plethora of visuals and hands-on exercises. Technology also helps with time management by providing information in a timely and convenient manner. A total of 50 chrome books and two carts were also purchased in addition to 12 computers in order to revamp the technology lab.

*\*Provide a separate response for each question.*

### Evaluation of 2014-2015 Student Performance

#### *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Grade 3	14	22	Guided Reading Differentiated Instruction Classroom Centers Independent Reading Practice PARCC Simulation Tests Computer Websites	In order to improve student performance in English Language Arts, teachers attended workshops and received professional development, which focused on different types of programs, and strategies that could better align their instruction to the areas of deficiency. The focus was on the alignment of the Common Core Standards with instructional practices. The current ELA series (Reading

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

			<p>Read 180/System 44</p> <p>Reading Wonders</p> <p>PARCC Tutorial Program</p> <p>Benchmark Assessments</p> <p>Formative Assessments</p> <p>Read Aloud</p> <p>On Course Lesson Planning</p> <p>Feedback</p> <p>Put Reading First (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension)</p> <p>Departmentalization grades 3 through 5</p> <p>Least Restrictive Environment</p> <p>Weekly Professional Development for teachers</p> <p>Close Reading</p>	<p>Wonders) was primarily utilized to teach ELA. While this series is aligned with the Common Core Standards, teachers were not very familiar with them. Students were tested and participated in the Read 180/System 44 Programs.</p> <p>All classrooms contain libraries with a minimum of 300 books. Kindergarten to grade 5 students is also assigned to library classes. This encouraged students to develop a fondness for reading independently. It was also beneficial as they attempted to make text-to-text, text to self, and text to world connections. Grades K-5 have an uninterrupted 90-120 Block.</p> <p>Benchmark assessments such as Unit Assessments and SRIs revealed student growth attributed to student grouping and intervention strategies that teachers used in the following areas: differentiated instruction, guided reading, and a focus on specific Student Learning Objectives (SLOs). Pacing guides provided by Central Office were also instrumental in the designing and planning of lessons. Curriculum initiatives were implemented in the middle of the year; therefore, we are anticipating a greater impact on the 2015-2016 scores once teachers and students have an opportunity to work with the programs.</p>
Grade 4	17	26	<p>Guided Reading</p> <p>Differentiated Instruction</p> <p>Classroom Centers</p> <p>Independent Reading</p> <p>Practice PARCC Simulation Tests</p> <p>Computer Websites</p> <p>Read 180/System 44</p> <p>Reading Wonders</p> <p>PARCC Tutorial Program</p> <p>Benchmark Assessments</p> <p>Formative Assessments</p>	<p>In order to improve student performance in English Language Arts, teachers attended workshops and received professional development, which focused on different types of programs, and strategies that could better align their instruction to the areas of deficiency. The focus was on the alignment of the Common Core Standards with instructional practices. The current ELA series (Reading Wonders) was primarily utilized to teach ELA. While this series is aligned with the Common Core Standards, teachers were not very familiar with them. Students were tested and participated in the Read 180/System 44 Programs.</p> <p>All classrooms contain libraries with a minimum of 300 books. Kindergarten to grade 5 students is also assigned to</p>

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

			<p>Read Aloud On Course Lesson Planning Feedback Put Reading First (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) Departmentalization grades 3 through 5 Least Restrictive Environment Weekly Professional Development for teachers Close Reading</p>	<p>library classes. This encouraged students to develop a fondness for reading independently. It was also beneficial as they attempted to make text-to-text, text to self, and text to world connections. Grades K-5 have an uninterrupted 90-120 Block.</p> <p>Benchmark assessments such as Unit Assessments and SRIs revealed student growth attributed to student grouping and intervention strategies that teachers used in the following areas: differentiated instruction, guided reading, and a focus on specific Student Learning Objectives (SLOs). Pacing guides provided by Central Office were also instrumental in the designing and planning of lessons. Curriculum initiatives were implemented in the middle of the year; therefore, we are anticipating a greater impact on the 2015-2016 scores once teachers and students have an opportunity to work with the programs</p>
Grade 5	8	28	<p>Guided Reading Differentiated Instruction Classroom Centers Independent Reading Practice PARCC Simulation Tests Computer Websites Read 180/System 44 Reading Wonders PARCC Tutorial Program Benchmark Assessments Formative Assessments Read Aloud On Course Lesson Planning Feedback Put Reading First (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) Departmentalization grades 3 through 5</p>	<p>In order to improve student performance in English Language Arts, teachers attended workshops and received professional development, which focused on different types of programs, and strategies that could better align their instruction to the areas of deficiency. The focus was on the alignment of the Common Core Standards with instructional practices. The current ELA series (Reading Wonders) was primarily utilized to teach ELA. While this series is aligned with the Common Core Standards, teachers were not very familiar with them. Students were tested and participated in the Read 180/System 44 Programs.</p> <p>All classrooms contain libraries with a minimum of 300 books. Kindergarten to grade 5 students is also assigned to library classes. This encouraged students to develop a fondness for reading independently. It was also beneficial as they attempted to make text-to-text, text to self, and text to world connections. Grades K-5 have an uninterrupted 90-120 Block.</p> <p>Benchmark assessments such as Unit Assessments and SRIs revealed student growth attributed to student grouping</p>



## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

			Least Restrictive Environment Weekly Professional Development for teachers Close Reading	and intervention strategies that teachers used in the following areas: differentiated instruction, guided reading, and a focus on specific Student Learning Objectives (SLOs). Pacing guides provided by Central Office were also instrumental in the designing and planning of lessons. Curriculum initiatives were implemented in the middle of the year; therefore, we are anticipating a greater impact on the 2015-2016 scores once teachers and students have an opportunity to work with the programs.
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 3	10	7	Differentiated Instruction Math Journals Learning Centers Infusion of Technology in instruction Practice NJ ASK Simulation Tests Interventions and Manipulative from My Math Series Manipulatives Saturday Academy Program On Course Lesson Planning My Math E-Assessments Problem of the Day Departmentalization grades 3 through 5 Least Restrictive Environment Weekly Professional Development for teachers	<p>For Mathematics, teachers provided students with meaningful practice as opposed to repetition of solving the same problems with different numbers. Workshops were provided to help teachers identify the skills and concepts to focus on per grade level.</p> <p>The district's adoption of the My Math series was also extremely instrumental in the improvement of student performance. The series is aligned to the Common Core Standards. Professional development regarding its implementation was ongoing and productive. Additionally, the series contained a technology component, which provided online assessments and gave students easy access to practice math at home.</p> <p>Grades K-5 have an uninterrupted double math period, which afforded teachers the time to explore each skill in depth.</p> <p>Pacing guides provided by Central Office were also</p>

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

			NJ Ask Problem of the week	<p>instrumental in the designing and planning of lessons, which encouraged differentiation of instruction and the implementation of rigor.</p> <p>Curriculum initiatives were implemented in the middle of the year; therefore, we are anticipating a greater impact on the 2015-2016 scores once teachers and students have an opportunity to work with the programs.</p>
Grade4	11	31	<p>Differentiated Instruction</p> <p>Math Journals</p> <p>Learning Centers</p> <p>Infusion of Technology in instruction</p> <p>Practice NJ ASK Simulation Tests</p> <p>Interventions and Manipulative from My Math Series</p> <p>Manipulatives</p> <p>After Tutorial Program</p> <p>On Course Lesson Planning</p> <p>My Math E-Assessments</p> <p>Problem of the Day</p> <p>Departmentalization grades 3 through 5</p> <p>Least Restrictive Environment</p> <p>Weekly Professional Development for teachers</p> <p>NJ Ask Problem of the week</p>	<p>For Mathematics, teachers provided students with meaningful practice as opposed to repetition of solving the same problems with different numbers. Workshops were provided to help teachers identify the skills and concepts to focus on per grade level.</p> <p>The district's adoption of the My Math series was also extremely instrumental in the improvement of student performance. The series is aligned to the Common Core Standards. Professional development regarding its implementation was ongoing and productive. Additionally, the series contained a technology component, which provided online assessments and gave students easy access to practice math at home.</p> <p>Grades K-5 have an uninterrupted double math period, which afforded teachers the time to explore each skill in depth.</p> <p>Pacing guides provided by Central Office were also instrumental in the designing and planning of lessons, which encouraged differentiation of instruction and the implementation of rigor.</p> <p>Curriculum initiatives were implemented in the middle of the year; therefore, we are anticipating a greater impact on the 2015-2016 scores once teachers and students have an opportunity to work with the programs.</p>
Grade 5	24	27	<p>Differentiated Instruction</p> <p>Math Journals</p>	<p>For Mathematics, teachers provided students with meaningful practice as opposed to repetition of solving the same problems with different numbers. Workshops were</p>

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

			<p>Learning Centers</p> <p>Infusion of Technology in instruction</p> <p>Practice NJ ASK Simulation Tests</p> <p>Interventions and Manipulative from My Math Series</p> <p>Manipulatives</p> <p>Saturday Academy Program</p> <p>On Course Lesson Planning</p> <p>My Math E-Assessments</p> <p>Problem of the Day</p> <p>Departmentalization grades 3 through 5</p> <p>Least Restrictive Environment</p> <p>Weekly Professional Development for teachers</p> <p>NJ Ask Problem of the week</p>	<p>provided to help teachers identify the skills and concepts to focus on per grade level.</p> <p>The district's adoption of the My Math series was also extremely instrumental in the improvement of student performance. The series is aligned to the Common Core Standards. Professional development regarding its implementation was ongoing and productive. Additionally, the series contained a technology component, which provided online assessments and gave students easy access to practice math at home.</p> <p>Grades K-5 have an uninterrupted double math period, which afforded teachers the time to explore each skill in depth.</p> <p>Pacing guides provided by Central Office were also instrumental in the designing and planning of lessons, which encouraged differentiation of instruction and the implementation of rigor.</p> <p>Curriculum initiatives were implemented in the middle of the year; therefore, we are anticipating a greater impact on the 2015-2016 scores once teachers and students have an opportunity to work with the programs.</p>
Grade 6				
Grade 7				
Grade 11				
Grade 12				

### Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
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## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Pre-Kindergarten	2	1	<p>* PIRT Team addressed the academic as well as the social emotional needs of students. Students were retested in ESI-R</p> <p>Collaborated with outside agencies and consultants for additional services to address the needs of students.</p>	<p>After meeting with parents, master teacher, classroom teacher, and outside agencies, interventions were implemented. After retesting, the student met the benchmark criteria.</p>
Kindergarten	2	3	<p><b>* Primary Literacy: to improve reading and writing for all children required engagement both in and out of the classroom</b></p> <p><b>* Reading Wonders as the main Program to provide an engaging and interactive way for all students to develop mastery of basic reading skills they are learning through the core curriculum</b></p> <p><b>* Fountas &amp; Pinnell (Running Records) supplemental materials used with monthly and quarterly assessments to determine how students are progressing</b></p> <p><b>* Teachers followed the Unit Pacing guides (provided by the district) which were used to guide instruction</b></p> <p><b>*The focus is on Put Reading First which is an ELA initiative that is aligned to the Common Core Standards and is focused on Comprehension, Phonics, Phonemic Awareness, Vocabulary and students' ability to read fluently.</b></p> <p><b>* ELA Cycle tests</b></p> <p><b>Benchmark testing to assess student's performance level</b></p> <p><b>* Guided Reading: to meet the varying instructional needs of all the students in the classroom, enabling them to greatly expand their reading powers.</b></p>	<p>Reading comprehension and reading with fluency remain areas of concern. Students' inability to decode grade level appropriate words also remains a major concern. Student mobility and learning disabilities are factors in the lack of academic achievement at this age. The teachers must also be consistent as they implement rigor and differentiated activities.</p>

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

			<ul style="list-style-type: none"> <li>* Differentiated Instruction by offering different learning experiences in regard to students varied needs</li> <li>* Learning Centers: ways to set up classroom for various activities</li> <li>* Portfolios: to demonstrate students' accomplishments to showcase their competencies, and to collect exemplars and samples of student work.</li> <li>* Writing Projects: to demonstrate cognitive skills and put them into application</li> <li>* Reading is Fundamental; book distribution program: incentive program to encourage students to read daily</li> <li>* Reading incentive programs: to motivate students to read daily</li> <li>* Independent Reading Projects: demonstrate ability to reflect on self</li> <li>* District and ECEA sponsored essay contests: assessing students writing performance through competition</li> <li>* Read Aloud</li> </ul>	
Grade 1	3	5	<ul style="list-style-type: none"> <li>* Primary Literacy: to improve reading and writing for all children would require engagement both in and out of the classroom</li> <li>* Reading Wonders Intervention as the main Program to provide an engaging and interactive way for all students to develop mastery of basic reading skills they are learning through their core curriculum</li> <li>* Fountas &amp; Pinnell supplemental materials</li> </ul>	Grade 1 is a definite area of concern in that over 10% of the students failed ELA. We must focus on the areas of comprehension and students' ability to read with fluency. Students' inability to decode grade level appropriate words also remains a major concern. The issue appears to be a lack of classroom management, and the teachers' inability to differentiate instruction. Evidence of this is derived from student performance on district and teacher created assessments.

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

			<p>will be used to with monthly and quarterly assessments to determine how students are progressing</p> <ul style="list-style-type: none"> <li>* Teachers followed the Unit Pacing guides (provided by the district) which will be used to guide instruction</li> <li>* Put Reading First which is an ELA initiative that is aligned to the Common Core Standards and is focused on Comprehension, Phonics, Phonemic Awareness, Vocabulary and students' ability to read fluently</li> <li>* Running Records: In class teacher student collaboration on student's learning performance</li> <li>* Reading Wonders Intervention as the main Program to provide an engaging and interactive way for all students to develop mastery of basic reading skills they are learning through their core curriculum</li> <li>* ELA Cycle Tests Benchmark testing to assess student's performance level</li> <li>* Guided Reading: to meet the varying instructional needs of all the students in the classroom, enabling them to greatly expand their reading powers.</li> <li>* Differentiated Instruction involves offering different learning experiences in regard to students varied needs</li> <li>* Learning Centers: ways to set up classroom for various activities</li> <li>* Portfolios: to demonstrate students' accomplishments to showcase their competencies, and to collect exemplars and</li> <li>* Primary Literacy: to improve reading and</li> </ul>	
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## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

			<p>writing for all children would require engagement both in and out of the classroom</p> <ul style="list-style-type: none"> <li>* Reading Wonders Intervention as the main Program to provide an engaging and interactive way for all students to develop mastery of basic reading skills they are learning through their core curriculum</li> </ul>	
Grade 2	6	9	<p>* Primary Literacy: to improve reading and writing for all children would require engagement both in and out of the classroom</p> <ul style="list-style-type: none"> <li>* Reading Wonders Intervention as the main Program to provide an engaging and interactive way for all students to develop mastery of basic reading skills they are learning through their core curriculum</li> <li>* Fountas &amp; Pinnell (Running Records); supplemental materials will be used to with monthly and quarterly assessments to determine how students are progressing</li> <li>* Teachers followed the Unit Pacing guides (provided by the district) which will be used to guide instruction</li> <li>*The focus is on Put Reading First which is an ELA initiative that is aligned to the Common Core Standards and is focused on Comprehension, Phonics, Phonemic Awareness, Vocabulary and students' ability to read fluently</li> <li>* ELA Cycle Tests</li> <li>Benchmark testing to assess student's performance level</li> <li>* Guided Reading: to meet the varying instructional needs of all the students in the classroom, enabling them to greatly expand</li> </ul>	<p>While some students made major gains, a considerable number of them failed to obtain a level of proficiency. The issue appears to be a lack of differentiated instruction and teacher – student conferencing. Evidence of this is derived from student performance on district and teacher created assessments.</p>

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

			<p>their reading powers.</p> <ul style="list-style-type: none"> <li>* Differentiated Instruction involves offering different learning experiences in regard to students varied needs</li> <li>* Learning Centers: ways to set up classroom for various activities</li> <li>* Portfolios: to demonstrate students' accomplishments to showcase their competencies, and to collect samples of work.</li> <li>* Writing Projects: to demonstrate cognitive skills and put them into application</li> <li>* Reading is Fundamental book distribution program: incentive program to encourage s*</li> <li>Reading incentive programs: to motivate students to read daily</li> <li>* Independent Reading Projects: demonstrate ability to reflect on self and make text to text, text to world, and text to self connections</li> <li>* District and ECEA sponsored essay contests: assessing students writing performance through competition</li> <li>* Read Aloud</li> </ul>	
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	0	2	Math work samplings to demonstrate student competencies and to showcase their work. (Creative Curriculum)	Students receive multiple opportunities to achieve success. Work sampling is completed to monitor and document student progress. Work sampling demonstrates evidence of mathematics skills,



## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

				vocabulary and students' ability to relate math to "real life" experience. Learning centers/labs are conducive to independent exploration, language, experiences, and discovery. One hundred percent of the pre-school students demonstrated a readiness for kindergarten.
Kindergarten	3	4	<ul style="list-style-type: none"> <li>* <b>Math Portfolios: to demonstrate students' accomplishments to showcase their competencies, and to collect samples of work.</b></li> <li>* <b>Journals: to develop writing skills through daily practice.</b></li> <li>* <b>Differentiated Instruction involves offering different learning experiences in regard to student's varied needs.</b></li> <li>* <b>Learning Centers implemented to set up classroom for various activities and small group instruction.</b></li> <li>* <b>In class practice packets are used to ensure effective use of existing resources, stronger emphasis on learning materials.</b></li> <li>* <b>Monthly math packets based on data analysis; reinforcement for all students who need to improve their math skills</b></li> <li>* <b>Math Night: to demonstrate math skills through games and competition among students and families.</b></li> <li>* <b>The district's adoption of the new My Math Series which is both teacher and student friendly</b></li> <li>* <b>District Math Cycle Tests: to assess students' performance.</b></li> <li>* <b>District Benchmark Assessments and pacing guides to assist with the designing of coherent instruction that will positively influence student academic performance</b></li> <li>* <b>Manipulatives provided by the My Math Series</b></li> <li>* <b>Read Aloud</b></li> <li>* <b>Problem of the Day</b></li> <li>* <b>Math Games</b></li> </ul>	<p>Student mobility and learning disabilities are factors in the lack of academic achievement at this age. The teachers have to also be consistent with providing rigor. The implementation of My Math along with interactive activities on the smart board helped improve the proficiency of the students in counting, adding, subtracting, measuring and solving word problems while also identifying shapes as evidenced by their performance on <b>district, end of unit, and teacher created assessments.</b></p>

**SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)**

Grade 1	4	4	<ul style="list-style-type: none"> <li>* Math Portfolios: to demonstrate students' accomplishments to showcase their competencies, and to collect samples of work.</li> <li>* Journals: to develop writing skills through daily practice.</li> <li>* Differentiated Instruction involves offering different learning experiences in regard to student's varied needs.</li> <li>* Learning Centers implemented to set up classroom for various activities and small group instruction.</li> <li>* In class practice packets are used to ensure effective use of existing resources, stronger emphasis on learning materials.</li> <li>* Monthly math packets based on data analysis; reinforcement for all students who need to improve their math skills</li> <li>* Math Night: to demonstrate math skills through games and competition among students and families.</li> <li>* The district's adoption of the new My Math Series which is both teacher and student friendly</li> <li>* District Math Cycle Tests: to assess students' performance.</li> <li>* District Benchmark Assessments and pacing guides to assist with the designing of coherent instruction that will positively influence student academic performance</li> <li>* Manipulatives provided by the My Math Series</li> <li>* Read Aloud</li> <li>* Problem of the Day</li> <li>* Math Games</li> </ul>	<p>Student mobility and learning disabilities are factors in the lack of academic achievement at this age. The teachers have to also be consistent with providing rigor. The implementation of MyMath along with interactive activities on the smart board helped improve the proficiency of the students in counting, adding, subtracting, measuring and solving word problems while also identifying shapes as evidenced by their performance on <b>district, end of unit, and teacher created assessments.</b></p>

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 2	6	9	<ul style="list-style-type: none"> <li>* Math Portfolios: to demonstrate students' accomplishments to showcase their competencies, and to collect samples of work.</li> <li>* Journals: to develop writing skills through daily practice.</li> <li>* Differentiated Instruction involves offering different learning experiences in regard to student's varied needs.</li> <li>* Learning Centers implemented to set up classroom for various activities and small group instruction.</li> <li>* In class practice packets are used to ensure effective use of existing resources, stronger emphasis on learning materials.</li> <li>* Monthly math packets based on data analysis; reinforcement for all students who need to improve their math skills</li> <li>* Math Night: to demonstrate math skills through games and competition among students and families.</li> <li>* The district's adoption of the new My Math Series which is both teacher and student friendly</li> <li>* District Math Cycle Tests: to assess students' performance.</li> <li>* District Benchmark Assessments and pacing guides to assist with the designing of coherent instruction that will positively influence student academic performance</li> <li>* Manipulatives provided by the My Math Series</li> <li>* Read Aloud</li> <li>* Problem of the Day</li> <li>* Math Games</li> </ul>	<p>The Grade 2 student performance data for 2012-2014 indicate that 54% of the students were proficient or advanced proficient in mathematics. The Scholastic Math Inventory indicates in September 2012 that 82% of our second grade students were Below Basic in Math. In June 2013 the data revealed that 45% of our second grade students were Below Basic. Progress has been made. We will continue to implement My Math and E-assessments while employing the strategies and implementing the interventions. Although we did not have standardized testing for grade 2, 6 students failed grade 2 Mathematics.</p>
Grade 9				

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 10

### Evaluation of 2014-2015 Interventions and Strategies

#### Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Balanced Literacy <ul style="list-style-type: none"> <li>Vocabulary Development</li> <li>Guided Reading</li> <li>Progressive Writing Folders</li> <li>Differentiated Instruction</li> <li>Independent Reading</li> <li>Shared Reading and Writing</li> <li>Project Based Learning</li> <li>Reading Wonders</li> <li>Put Reading First(Reading, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension)</li> <li>Read 180</li> <li>System 44</li> <li>Essay Contests</li> <li>Close Reading</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Benchmark Results From Assessments</li> <li>Student Achievement Data such as Grade Distribution Report</li> <li>Reading assessments</li> <li>Bulletin Boards</li> <li>Displays of Student Work with Feedback</li> <li>Informal and Formal Writing Assessments (Progressive Writing)</li> <li>Literacy, portfolios and journals</li> <li>SRI Scores</li> <li>Read 180 (SRI)</li> <li>System 44 (SRI)</li> <li>Reading Wonders Unit Assessments</li> <li>Teacher Created Tests</li> </ul>	<b>ELA :Students with disabilities</b>  3 <sup>rd</sup> Proficiency in 2011: 14.3 % 2012: 41.7% 2013: 15.4% 2014: 41.4%  4 <sup>th</sup> Proficiency in 2011: 20.0% 2012: 13.0% 2013: 21.4% 2014: 31.6%  5 <sup>th</sup> Proficiency in 2011: 31.8 % 2012: 38.1% 2013: 5.9 2014:26.4%

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All Students	<p>Reading is Fundamental</p> <p><b>All strategies listed above with modifications and accommodations specified in students' IEP documents.</b></p> <p>Balanced Literacy</p> <ul style="list-style-type: none"> <li>• Vocabulary Development</li> <li>• Guided Reading</li> <li>• Progressive Writing Folders</li> <li>• Differentiated Instruction</li> <li>• Independent Reading</li> <li>• Shared Reading and Writing</li> <li>• Project Based Learning</li> <li>• Reading Wonders</li> <li>• Put Reading First(Reading, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension)</li> </ul>	Yes	<ul style="list-style-type: none"> <li>• Benchmark Results From Assessments</li> <li>• Student Achievement Data such as Grade Distribution Report</li> <li>• Reading assessments</li> <li>• Bulletin Boards Displays of Student Work with Feedback</li> <li>• Informal and Formal Writing Assessments (Progressive Writing)</li> <li>• Literacy, portfolios and journals</li> <li>• SRI Scores</li> <li>• Read 180 (SRI)</li> <li>• System 44 (SRI)</li> <li>• Reading Wonders Unit Assessments</li> <li>• Teacher Created Tests</li> </ul>	<p><b>3<sup>rd</sup> Grade Students</b>  <b>69.7% Proficient in 2011: 53.2% in 2012, 46.9% in 2013, 41.4% in 2014.</b></p> <p><b>4<sup>th</sup> Grade Students</b>  <b>12.5% Proficient in 2011: 25/0% in 2012, 45.3% in 2013, 31.6% in 2014.</b></p> <p><b>5<sup>th</sup> Grade Students</b>  <b>(31.1% Proficient in 2011: 39.6% in 2012, 19.6% in 2013: 26.4% in 2014) .</b></p>

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> <li>• Read 180</li> <li>• System 44</li> <li>• Essay Contests</li> <li>• Close Reading</li> </ul> <p>Reading is Fundamental</p>	Yes		
Math	Students with Disabilities	<ul style="list-style-type: none"> <li>• Math Games</li> <li>• Peer Assisted Learning</li> <li>• Cooperative Learning</li> <li>• Direct Instruction</li> <li>• Manipulative usage</li> <li>• Scaffolding</li> <li>• Think Aloud Strategy</li> <li>• Guided Practice</li> <li>• Independent Practice</li> <li>• My Math</li> <li>• Problem Solving</li> </ul> <p>E-Assessments</p>	Yes	<p>Benchmark Results/Mastery of objectives Report</p> <ul style="list-style-type: none"> <li>• Student Achievement Data</li> <li>• Lesson Plans</li> <li>• Problem Solving Tasks</li> <li>• Formative Assessments</li> </ul> <p>Bulletin Boards</p>	<p><b>Students with disabilities</b> <b>Math</b></p> <p>3<sup>rd</sup> Proficiency in 2011: 64% 2012: 41.6% 2013: 57.2% 2014:72.4%</p> <p>4<sup>th</sup> Proficiency in 2011: 35.0% 2012: 78.2% 2013: 78.6% 2014: 31.6%</p> <p>5<sup>th</sup> Proficiency in 2011: 45.5% 2012: 52.4% 2013%: 58.9 2014:54.7%</p>

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	N/A			
Math	All Students	<ul style="list-style-type: none"> <li>Math Games</li> <li>Peer Assisted Learning</li> <li>Cooperative Learning</li> <li>Direct Instruction</li> <li>Manipulative usage</li> <li>Scaffolding</li> <li>Think Aloud Strategy</li> <li>Guided Practice</li> <li>Independent Practice</li> <li>My Math</li> <li>Problem Solving</li> </ul> E-Assessments	Yes	<ul style="list-style-type: none"> <li>Benchmark Results/Mastery of Objectives' Report</li> <li>Student Achievement Data</li> <li>Lesson Plans</li> <li>Problem Solving Tasks</li> <li>Formative Assessments</li> <li>Bulletin Boards</li> </ul>	<p><b>3<sup>rd</sup> Grade Students</b>  <b>59.4% Proficient in 2011: 63.8 %in 2012, 64.0% in 2013, 70.7% in 2014.</b></p> <p><b>4<sup>th</sup> Grade Students</b>  <b>65.7% Proficient in 2011: 75.0% in 2012, 79.2% in 2013, 31.6% in 2014.</b></p> <p><b>5<sup>th</sup> Grade Students</b>  <b>47.2% Proficient in 2011: 64.1% in 2012, 58.2% in 2013, 54.7 in 2014.</b></p>
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs		Yes`	<b>-NJ Ask Data</b> -Formative Assessments - Students Work samples and exemplars - Rubrics, Collaborative - Professional Learning Communities minutes	-ELL Grade 3 ELA 2012 18% 2013 0% Proficient -ELL Grade 4 ELA 2012 42% 2013 0% Proficient -ELL Grade 5 ELA 2012-22% 2013 0% Proficient

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				<ul style="list-style-type: none"> <li>-Data Walls</li> <li>- Walkthroughs</li> <li>-Formal and informal evaluations</li> <li>-Continuous Feedback</li> <li>-Student Performance</li> </ul> <p><b>Increase student achievement by at least 5 % on district and state assessments</b></p> <p><b>-Administrator and teachers' ability to plan effective Student Growth Objectives which would positively influence student academic achievement</b></p> <p><b>-Teachers to obtain at least 20 PD credit hours for the school year</b></p>	
Math	ELLs			<p><b>-NJ Ask Data</b></p> <ul style="list-style-type: none"> <li>-Formative Assessments</li> <li>- Students Work samples and exemplars</li> <li>- Rubrics, Collaborative</li> <li>- Professional Learning Communities minutes</li> <li>-Data Walls</li> <li>- Walkthroughs</li> <li>-Formal and informal evaluations</li> <li>-Continuous Feedback</li> <li>-Student Performance</li> </ul>	<ul style="list-style-type: none"> <li>-ELL Grade 3 Math 2012-33%, 2013 50% Proficient</li> <li>-ELL Grade 4 Math 2012-30% 2013 0% Proficient</li> <li>-ELL Grade 5 Math 2012-14% 2013 25% Proficient</li> </ul>



## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				<p>Increase student achievement by at least 5 % on district and state assessments</p> <p>-Administrator and teachers' ability to plan effective Student Growth Objectives which would positively influence student academic achievement</p> <p>-Teachers to obtain at least 20 PD credit hours for the school year</p>	
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
ELA	Grades 3, 4 and 5	<p>Guided Reading</p> <p>Differentiated Instruction</p> <p>Classroom Centers</p> <p>Independent Reading</p> <p>Practice NJ ASK</p> <p>Simulation Tests</p> <p>Computer Websites</p> <p>Read 180/System 44</p> <p>Reading Wonders</p> <p>NJ ASK Tutorial</p>	Yes	<p><b>-NJ Ask Data</b></p> <p>-Formative Assessments</p> <p>- Students Work samples and exemplars</p> <p>- Rubrics, Collaborative</p> <p>- Professional Learning Communities minutes</p> <p>-Data Walls</p> <p>- Walkthroughs</p> <p>-Formal and informal evaluations</p> <p>-Continuous Feedback</p> <p>-Student Performance</p>	<p><b>3<sup>rd</sup> Grade Students</b>  <b>69.7% Proficient in 2011: 53.2% in 2012, 46.9% in 2013, 41.4% in 2014.</b></p> <p><b>4<sup>th</sup> Grade Students</b>  <b>12.5% Proficient in 2011: 25/0% in 2012, 45.3% in 2013, 31.6% in 2014.</b></p> <p><b>5<sup>th</sup> Grade Students</b>  <b>(31.1% Proficient in 2011: 39.6% in 2012, 19.6% in 2013: 26.4% in 2014) .</b></p>

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Program Benchmark Assessments Formative Assessments Read Aloud On Course Lesson Planning Feedback Put Reading First (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) Departmentalization grades 3 through 5 Least Restrictive Environment Weekly Professional Development for teachers Close Reading		<b>Increase student achievement by at least 5 % on district and state assessments</b>  <b>-Administrator and teachers' ability to plan effective Student Growth Objectives which would positively influence student academic achievement</b>  <b>-Teachers to obtain at least 20 PD credit hours for the school year</b>	
Math	Grades 3,4 &5	Differentiated Instruction Math Journals Learning Centers Infusion of Technology in instruction Practice NJ ASK Simulation Tests Interventions and	Yes	<b>-NJ Ask Data</b> -Formative Assessments - Students Work samples and exemplars - Rubrics, Collaborative - Professional Learning Communities minutes -Data Walls - Walkthroughs -Formal and informal evaluations	<b>3<sup>rd</sup> Grade Students</b> <b>59.4% Proficient in 2011: 63.8 %in 2012, 64.0% in 2013, 70.7% in 2014.</b>  <b>4<sup>th</sup> Grade Students</b> <b>65.7% Proficient in 2011: 75.0% in 2012, 79.2% in 2013, 31.6% in 2014.</b>  <b>5<sup>th</sup> Grade Students</b> <b>47.2% Proficient in 2011: 64.1% in 2012,</b>

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Manipulative from My Math Series Manipulatives After School Tutorial On Course Lesson Planning My Math E-Assessments Problem of the Day Departmentalization grades 3 through 5 Least Restrictive Environment Weekly Professional Development for teachers NJ Ask Problem of the week		-Continuous Feedback -Student Performance <b>Increase student achievement by at least 5 % on district and state assessments</b> -Administrator and teachers' ability to plan effective Student Growth Objectives which would positively influence student academic achievement -Teachers to obtain at least 20 PD credit hours for the school year	<b>58.2% in 2013, 54.7 in 2014</b>
		Differentiated Instruction Math Journals Learning Centers Infusion of Technology in instruction Practice NJ ASK Simulation Tests Interventions and Manipulative from My Math Series Manipulatives Saturday Academy			

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Program On Course Lesson Planning My Math E- Assessments Problem of the Day Departmentalization grades 3 through 5 Least Restrictive Environment Weekly Professional Development for teachers NJ Ask Problem of the week			

### Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<b>-Additional assistance from teachers during lunch and after school</b> <b>-Summer Enrichment Program</b> <b>Peer Tutoring</b> <b>Un interrupted ELA</b>	Yes	* Data from Prep/Post Assessments *Students' performance (written as well as oral) *Attendance *Students' level of	<b>ELA :Students with disabilities</b>  3 <sup>rd</sup> Proficiency in 2011: 14.3 % 2012: 41.7% 2013: 15.4% 2014: 41.4%  4 <sup>th</sup> Proficiency in 2011: 20.0% 2012: 13.0% 2013: 21.4% 2014: 31.6%

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<b>Block</b>		engagement *Completion of the program	5 <sup>th</sup> Proficiency in 2011: 31.8 % 2012: 38.1% 2013: 5.9 2014:26.4%
Math	Students with Disabilities	<b>After School Academy</b> <b>-Additional assistance from teachers during lunch and after school</b> <b>-Summer Enrichment Program</b> <ul style="list-style-type: none"> <li>• <b>Problem Solving</b></li> <li>• <b>Math Games</b></li> </ul> <b>-Peer Assisted Uninterrupted Math Block</b>	Yes	* Data from Prep/Post Assessments *Students' performance (written as well as oral) *Attendance *Students' level of engagement *Completion of the program	<b>Students with disabilities Math</b> 3 <sup>rd</sup> Proficiency in 2011: 64% 2012: 41.6% 2013: 57.2% 2014:72.4% 4 <sup>th</sup> Proficiency in 2011: 35.0% 2012: 78.2% 2013: 78.6% 2014: 31.6% 5 <sup>th</sup> Proficiency in 2011: 45.5% 2012: 52.4% 2013%: 58.9 2014:54.7%
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Migrant	N/A			
ELA	ELLs	All strategies listed for the General Ed Population and additional assistance provided by the ELL Teacher.	Yes	<ul style="list-style-type: none"> <li>* Student performance on Pre/Post Assessments</li> <li>*Students' performance (written as well as oral)</li> <li>*Attendance</li> <li>*Students' level of engagement</li> <li>*Completion of the program</li> <li><b>-Administrator and teachers' ability to plan effective Student Growth Objectives which would positively influence student academic achievement</b></li> <li>ACCESS Scores</li> </ul>	<ul style="list-style-type: none"> <li>-ELL Grade 3 ELA 2012 18% 2013 0% Proficient</li> <li>-ELL Grade 4 ELA 2012 42% 2013 0% Proficient</li> <li>-ELL Grade 5 ELA 2012-22% 2013 0% Proficient</li> </ul>
Math	ELLs	All strategies listed for the General Ed Population and additional assistance provided by the ELL Teacher.	Yes	<ul style="list-style-type: none"> <li>* Student performance on Pre/Post Assessments</li> <li>*Students' performance (written as well as oral)</li> <li>*Attendance</li> <li>*Students' level of engagement</li> <li>*Completion of the program</li> <li><b>-Administrator and teachers' ability to plan effective Student Growth Objectives which would positively</b></li> </ul>	<ul style="list-style-type: none"> <li>-ELL Grade 3 Math 2012-33%, 2013 50% Proficient</li> <li>-ELL Grade 4 Math 2012-30% 2013 0% Proficient</li> <li>-ELL Grade 5 Math 2012-14% 2013 25% Proficient</li> </ul>

**SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				influence student academic achievement ACCESS Scores	
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
ELA					
Math					

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Interventions and Strategies

#### Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Balanced Literacy <ul style="list-style-type: none"> <li>Vocabulary Development</li> <li>Guided Reading</li> <li>Progressive Writing Folders</li> <li>Reading Wonders</li> <li>Differentiated Instruction</li> <li>Independent Reading</li> <li>Shared Reading and Writing</li> <li>Project Based Learning</li> <li>Running Records (Fountas &amp; Pinnell)</li> <li>Put Reading First(Reading, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension)</li> <li>Read 180</li> <li>System 44</li> <li>Essay Contest</li> </ul> Reading is Fundamental	Yes	<ul style="list-style-type: none"> <li>Benchmark Results From Assessments</li> <li>Student Achievement Data such as Grade Distribution Report</li> <li>Reading assessments</li> <li>Bulletin Boards Displays of Student Work with Feedback</li> <li>Informal and Formal Writing Assessments (Progressive Writing)</li> <li>Literacy, portfolios and journals</li> <li>SRI Scores</li> <li>Read 180 (SRI)</li> <li>System 44 (SRI)</li> <li>Reading Wonders Unit Assessments</li> </ul>	<b><u>STUDENTS WITH DISABILITIES ELA</u></b>  3 <sup>rd</sup> Proficiency in 2011: 14.3 % 2012: 41.7% 2013: 15.4% 2014: 41.4%  4 <sup>th</sup> Proficiency in 2011: 20.0% 2012: 13.0% 2013: 21.4% 2014: 31.6%  5 <sup>th</sup> Proficiency in 2011: 31.8 % 2012: 38.1% 2013: 5.9 2014:26.4%



## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students With disabilities	<ul style="list-style-type: none"> <li>Inclusion Reading is Fundamental</li> <li>All Strategies listed above including modifications and accommodations as stipulated in each Individual Education Plan. Least Restrictive Environment.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Benchmark Results From Assessments</li> <li>Student Achievement Data such as Grade Distribution Report</li> <li>Reading assessments</li> <li>Bulletin Boards Displays of Student Work with Feedback</li> <li>Informal and Formal Writing Assessments (Progressive Writing)</li> <li>Literacy, portfolios and journals</li> <li>SRI Scores</li> <li>Read 180 (SRI)</li> <li>System 44 (SRI)</li> <li>Reading Wonders Unit Assessments</li> <li>Close Reading</li> </ul>	<b>ELA :Students with disabilities</b>  3 <sup>rd</sup> Proficiency in 2011: 14.3 % 2012: 41.7% 2013: 15.4% 2014: 41.4%  4 <sup>th</sup> Proficiency in 2011: 20.0% 2012: 13.0% 2013: 21.4% 2014: 31.6%  5 <sup>th</sup> Proficiency in 2011: 31.8 % 2012: 38.1% 2013: 5.9 2014:26.4%
Math	Students with Disabilities	<ul style="list-style-type: none"> <li>Math Games</li> <li>Peer Assisted Learning</li> <li>Cooperative Learning</li> <li>Direct Instruction</li> </ul>	Yes	-Formative Assessments - Students Work samples and exemplars - Rubrics, Collaborative *Prep/Post Assessments *Students' performance	<b>Students with disabilities: Math</b> 3 <sup>rd</sup> Proficiency in 2011: 64% 2012: 41.6% 2013: 57.2%: 2014:72.4% 4 <sup>th</sup> Proficiency in 2011: 35.0% 2012: 78.2% 2013: 78.6% 2014: 31.6%

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> <li>Manipulative usage</li> <li>Scaffolding</li> <li>Think Aloud Strategy</li> <li>Guided Practice</li> <li>Independent Practice</li> <li>My Math</li> <li>Problem Solving</li> <li>E-Assessments</li> <li>Inclusion</li> </ul> <p>All Strategies listed above including modifications and accommodations as stipulated in each Individual Education Plan. Least Restrictive Environment.</p>		<p>(written as well as oral)</p> <ul style="list-style-type: none"> <li>*Attendance</li> <li>*Students' level of engagement</li> </ul> <p><b>-Administrator and teachers' ability to plan effective Student Growth Objectives which would positively influence student academic achievement</b></p> <ul style="list-style-type: none"> <li>* EAssessments</li> <li>*My Math Assessments</li> </ul>	<p>5<sup>th</sup> Proficiency in 2011: 45.5% 2012: 52.4% 2013%: 58.9 2014:54.7%</p>
ELA	Homeless	N/A			
Math	Homeless	N/A			

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs		Yes		
Math	ELLs		Yes		
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
ELA	Grades 3-5	<ul style="list-style-type: none"> <li>Guided Reading</li> <li>Progressive Writing Folders</li> <li>Reading Wonders</li> <li>Differentiated Instruction</li> <li>Independent Reading</li> <li>Shared Reading and Writing</li> <li>Project Based Learning</li> <li>Running Records (Fountas &amp; Pinnell)</li> <li>Put Reading First(Reading, Phonemic Awareness, Vocabulary, Phonics, Fluency,</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Benchmark Results From Assessments</li> <li>Student Achievement Data such as Grade Distribution Report</li> <li>Reading assessments</li> <li>Bulletin Boards Displays of Student Work with Feedback</li> <li>Informal and Formal Writing Assessments (Progressive Writing)</li> <li>Literacy, portfolios and journals</li> <li>SRI Scores</li> <li>Read 180 (SRI)</li> <li>System 44 (SRI)</li> </ul>	<p><b>3<sup>rd</sup> Grade Students</b>  <b>69.7% Proficient in 2011: 53.2% in 2012, 46.9% in 2013, 41.4% in 2014.</b></p> <p><b>4<sup>th</sup> Grade Students</b>  <b>12.5% Proficient in 2011: 25/0% in 2012, 45.3% in 2013, 31.6% in 2014.</b></p> <p><b>5<sup>th</sup> Grade Students</b>  <b>(31.1% Proficient in 2011: 39.6% in 2012, 19.6% in 2013: 26.4% in 2014) .</b></p>

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Comprehension) <ul style="list-style-type: none"> <li>• Read 180</li> <li>• System 44</li> <li>• Essay Contest</li> </ul> Reading is Fundamental		<ul style="list-style-type: none"> <li>• Reading Wonders Unit Assessments</li> <li>• Close Reading</li> </ul>	
Math	Grades 3-5	Grade level meetings, - Horizontal and vertical articulation meetings -Power School Training - CCSS workshops - District Training -Consultants - Unified Grading System -Differentiated Instruction -Blooms Taxonomy -Rigor - My Math Program Training -Technology training (smartboard) -Uninterrupted 80-120 Minute Math Block -Power School Training -E-Assessment -Google Docs - Danielson Teacher Evaluation - On Course Lesson	Yes	<ul style="list-style-type: none"> <li>• Benchmark Results/Mastery of Objectives' Report</li> <li>• Student Achievement Data</li> <li>• Lesson Plans</li> <li>• Problem Solving Tasks</li> <li>• Formative Assessments</li> <li>• Bulletin Boards</li> <li>• EAssessments</li> </ul>	<b>3<sup>rd</sup> Grade Students</b> <b>59.4% Proficient in 2011: 63.8 %in 2012, 64.0% in 2013, 70.7% in 2014.</b>  <b>4<sup>th</sup> Grade Students</b> <b>65.7% Proficient in 2011: 75.0% in 2012, 79.2% in 2013, 31.6% in 2014.</b>  <b>5<sup>th</sup> Grade Students</b> <b>47.2% Proficient in 2011: 64.1% in 2012, 58.2% in 2013, 54.7 in 2014.</b>

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Planning			

### Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<ul style="list-style-type: none"> <li>Guided Reading</li> <li>Progressive Writing Folders</li> <li>Reading Wonders</li> <li>Differentiated Instruction</li> <li>Independent Reading</li> <li>Shared Reading and Writing</li> <li>Project Based Learning</li> <li>Running Records (Fountas &amp; Pinnell)</li> <li>Put Reading First(Reading, Phonemic Awareness, Vocabulary,</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Benchmark Results From Assessments</li> <li>Student Achievement Data such as Grade Distribution Report</li> <li>Reading assessments</li> <li>Bulletin Boards</li> <li>Displays of Student Work with Feedback</li> <li>Informal and Formal Writing Assessments (Progressive Writing)</li> <li>Literacy, portfolios and journals</li> <li>SRI Scores</li> <li>Read 180 (SRI)</li> </ul>	<b>ELA :Students with disabilities</b>  3 <sup>rd</sup> Proficiency in 2011: 14.3 % 2012: 41.7% 2013: 15.4% 2014: 41.4%  4 <sup>th</sup> Proficiency in 2011: 20.0% 2012: 13.0% 2013: 21.4% 2014: 31.6%  5 <sup>th</sup> Proficiency in 2011: 31.8 % 2012: 38.1% 2013: 5.9 2014:26.4%

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Phonics, Fluency, Comprehension) <ul style="list-style-type: none"> <li>• Read 180</li> <li>• System 44</li> <li>• Essay Contest</li> <li>• Close Reading</li> </ul> Reading is Fundamental		<ul style="list-style-type: none"> <li>• System 44 (SRI)</li> <li>• Reading Wonders Unit Assessments</li> </ul>	
Math	Students with Disabilities	Grade level meetings, - Horizontal and vertical articulation meetings -Power School Training - CCSS workshops - District Training -Consultants - Unified Grading System -Differentiated Instruction -Blooms Taxonomy -Rigor - My Math Program Training -Technology training (smartboard) -Uninterrupted 80-120 Minute Math Block -Power School Training -E-Assessment -Google Docs - Danielson Teacher Evaluation			<b>Students with disabilities</b> <b>Math</b> 3 <sup>rd</sup> Proficiency in 2011: 64% 2012: 41.6% 2013: 57.2% 2014:72.4%  4 <sup>th</sup> Proficiency in 2011: 35.0% 2012: 78.2% 2013: 78.6% 2014: 31.6%  5 <sup>th</sup> Proficiency in 2011: 45.5% 2012: 52.4% 2013%: 58.9 2014:54.7%

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		- On Course Lesson Planning			
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs				-ELL Grade 3 ELA 2012 18% 2013 0% Proficient -ELL Grade 4 ELA 2012 42% 2013 0% Proficient -ELL Grade 5 ELA 2012-22% 2013 0% Proficient
Math	ELLs	Grade level meetings, - Horizontal and vertical articulation meetings -Power School Training - CCSS workshops - District Training -Consultants - Unified Grading System -Differentiated Instruction -Blooms Taxonomy -Rigor			-ELL Grade 3 Math 2012-33%, 2013 50% Proficient -ELL Grade 4 Math 2012-30% 2013 0% Proficient -ELL Grade 5 Math 2012-14% 2013 25% Proficient

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> <li>- My Math Program Training</li> <li>-Technology training (smartboard)</li> <li>-Uninterrupted 80-120 Minute Math Block</li> <li>-Power School Training</li> <li>-E-Assessment</li> <li>-Google Docs</li> <li>- Danielson Teacher Evaluation</li> <li>- On Course Lesson Planning</li> </ul>			
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
ELA		N/A			
Math		N/A			



## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

### Principal's Certification

**The following certification must be completed by the principal of the school. Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

\_Dr. Deniese Cooper\_\_\_\_\_

**Principal's Name (Print)**

\_*Dr. Deniese Cooper*\_\_\_\_\_

**Principal's Signature**

\_\_\_\_7/1/15\_\_\_\_\_

**Date**

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

*ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "*

### 2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

#### Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	ELA Unit /Benchmark Assessments SRI Common Core PARCC Walkthroughs Teacher Evaluation Read 180 System 44 Grade Distribution Close Reading Focus on Informational Text Reading Wonders Cross Content Curriculum	<p><b>The number of students reading with fluency and comprehending the text read will be improved by at least 5%.</b></p> <p><b>3<sup>rd</sup> Grade Students</b>          69.7% Proficient in 2011: 53.2% in 2012, 46.9% in 2013, 41.4% in 2014.</p> <p><b>4<sup>th</sup> Grade Students</b>          12.5% Proficient in 2011: 25/0% in 2012, 45.3% in 2013, 31.6% in 2014.</p> <p><b>5<sup>th</sup> Grade Students</b>          (31.1% Proficient in 2011: 39.6% in 2012, 19.6% in 2013: 26.4% in 2014) .</p>
Academic Achievement - Writing	ELA Unit /Benchmark Assessments Common Core PARCC SRI	<p><b>The number of students who are able to produce a grade level appropriate published writing piece will improve by at least 10%.</b></p> <p><b>3<sup>rd</sup> Grade Students</b>          69.7% Proficient in 2011: 53.2% in 2012, 46.9% in 2013, 41.4% in 2014.</p>

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Read 180 Writing Process Traits of Writing District Writing Initiative Reading Wonders System 44 Walkthroughs Teacher Evaluation Progressive Writing/Portfolios Grade Distribution Writing Portfolios Cross Content Curriculum	<b>4<sup>th</sup> Grade Students</b> <b>12.5% Proficient in 2011: 25/0% in 2012, 45.3% in 2013, 31.6% in 2014.</b>  <b>5<sup>th</sup> Grade Students</b> <b>(31.1% Proficient in 2011: 39.6% in 2012, 19.6% in 2013: 26.4% in 2014) .</b>
Academic Achievement - Mathematics	Mathematics Unit/Benchmark Assessments NJ ASK My Math E-assessments Walkthroughs Teacher Evaluation Grade Distribution Teaching For Conceptual Understanding The Eight Mathematical Principles	Diagnostic, formative, and summative data is used to inform and drive instruction. Data assists in determining instructional effectiveness of various academic programs Increase student academic achievement in Mathematics (Geometry& Measurement, Problem Solving, Patterns &Algebra, Number & Numerical Operations, Data Analysis, and Probability & Discrete Mathematics) by a minimum of 5%.  <b>3<sup>rd</sup> Grade Students</b> <b>59.4% Proficient in 2011: 63.8 %in 2012, 64.0% in 2013, 70.7% in 2014.</b>  <b>4<sup>th</sup> Grade Students</b> <b>65.7% Proficient in 2011: 75.0% in 2012, 79.2% in 2013, 31.6% in 2014.</b>  <b>5<sup>th</sup> Grade Students</b> <b>47.2% Proficient in 2011: 64.1% in 2012, 58.2% in 2013, 54.7 in 2014.</b>
Family and Community Engagement	Parent Workshops Open House	Parent involvement is a crucial component of student success. Parental involvement has decreased based on sign-in sheets.

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Parent Teacher Association (PTA) School Leadership Committee (SLC) Parental Involvement Programs Parent Teacher Conferences Parent Portal	Increase parental and community involvement by at least 5% Reduce the number of student suspensions and discipline infractions by at least 10% Reduce the number of students who were partial proficient on State and District assessments at least 5%
Professional Development	On Course Training My Math Workshops Providing Meaningful Feedback Student Engagement PD Read Aloud PD Technology PD (smartboard) Power School PD Put Reading First PD Take Away Endings PD Google Docs PD Uniformed Grading System Common Core PD Danielson Framework Evaluation Tool Student Growth Objective PD System 44/Read 180	A Distinguish or Achieving rating on formal evaluations (100% of teachers) All staff will obtain an average of 25 PD hours each year In and out of district workshops, Faculty Meetings, and surveys Implementation of PD (regarding researched based best practices) will have a positive influence on student engagement as well as academic performance. 100% of the staff has received opportunities to participate in professional development for the 2015-2016 school-year. Professional Development included Danielson Evaluation Tool, Differentiated instruction, Student Engagement SmartBoard Training, Chrome Book Training, Uniform Grading Policy, Unpacking the Standards, Google Docs, Sensitivity Training, Kagan Cooperative Learning Strategies, On Course to name a few.  This will be also be measured by feedback, evaluations, walkthrough data and the implementation of strategies and best practices.
Leadership	Surveys Evaluations Feedback Participation Administrative Evaluation	* Standard 1: Setting a widely shared vision for learning  *Standard 2: Developing a school culture and instructional program conducive to student learning and staff professional growth

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Tool (Marzano) Student Growth Objective PD ISLLC Standards	<p>* Standard 3: Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment</p> <p>* Standard 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources</p> <p>* Standard 5: Acting with integrity, fairness, and in an ethical manner</p> <p>* Standard 6: Understanding, responding to, and influencing the political, social, legal, and cultural contexts</p> <p>Data on leadership will be provided by the Assistant Superintendent, Assistant Superintendent, staff, students and parents. The leader will also engage best practices regarding self reflection and self assessment.</p> <ul style="list-style-type: none"> <li>• Increase the number of students proficient in all academic content areas by at least 5%</li> <li>• Reduce the number of discipline infractions and suspensions by at least 5%</li> <li>• Increase capacity of all staff by ensuring that they all obtain at least 25 Professional Development Hours for the school year</li> <li>• Increase parental participation by at least 5% (attendance at PTA Mtgs, Community Mtgs, I&amp;RS Mtgs, and all school activities)</li> <li>• Reduce the number of vandalism and violent incidents by at least 5%</li> <li>• Improve staff attendance by at least 1%</li> <li>• Increase student monthly average attendance by at least 8%</li> <li>• Obtain at least one (1) grant each year in order to provide additional resources for students/staff</li> <li>• Collaborate with at least five (5) , consultants/agencies to provide additional resources for students and their families</li> </ul>
School Climate and Culture	Surveys Feedback Attendance Participation	<ul style="list-style-type: none"> <li>• At least 4% of the students in grades 3-5 will become members of the National Elementary Honor Society and will be able to maintain their grades for the 2013-2014 school-year.</li> <li>• At least 15 students will be elected and actively participate on the</li> </ul>

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Extra Curricular Activities Shared Goals Collaboration	School Student Council <ul style="list-style-type: none"> <li>75% of identified students will participate in the After School Tutorial Programs and maintain at least a 98% attendance.</li> <li>Students follow the strategies stipulated in the PBSIS Program which will result in an 5% decrease in out of school suspensions.</li> <li>Maintain at least a 95% average monthly student attendance.</li> </ul> Students will participate in extra curricular activities such as Cheerleading, Mentoring, Trips, Drama Club, Dances, Book Club, Step Team, Assemblies, Basketball Teams, etc.
School-Based Youth Services	<b>Extra Curricular Activities (sports, mentoring, and clubs)</b> <b>Breakfast In the Classroom</b> <b>Honor Society</b> <b>Student Council</b> PBSIS Wrap Around Program Bullying Workshops After School Tutorial Programs Assemblies (Readers Theater)	<ul style="list-style-type: none"> <li>75% of identified students will participate in the After School Tutorial Programs and maintain at least a 98% attendance.</li> </ul> Students will participate in extra curricular activities such as <ul style="list-style-type: none"> <li>Cheerleading</li> <li>Mentoring</li> <li>Trips</li> <li>Drama Club</li> <li>Dances,</li> <li>Book Club</li> <li>Step Team, Assemblies</li> <li>Basketball Teams</li> <li>Maintain at least a 95% monthly student attendance</li> </ul> Students follow the strategies stipulated in the PBSIS Program which will result in an 80% decrease in out of school suspensions
Students with Disabilities	<b>Include Modifications and accommodations as stipulated in each Individual Education Plan.</b> On Course Training My Math Workshops Providing Meaningful Feedback	<b>Increase student achievement (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, and Comprehension by a minimum of 5%.</b> Increase student academic achievement in Mathematics (Geometry& Measurement, Problem Solving, Patterns & Algebra, Number & Numerical Operations, and Data Analysis, Probability& Discrete Mathematics) by a minimum of 5%. This will be measured by student performance on Cycle and Benchmark

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Student Engagement PD Read Aloud PD Technology PD (smartboard) Power School PD Put Reading First PD Take Away Endings PD Google Docs PD Uniformed Grading System Common Core PD Danielson Framework Evaluation Tool Student Growth Objective PD System 44/Read 180 Least Restrictive Environment Inclusion	Assessments, Report Cards, Progress Reports, Teacher Created Assessments and State and District Assessments.  Increase the number of Inclusion students by 2% Ensure that 100% of the students with special needs are placed in a Least Restrictive Environment.  <b>ELA :Students with disabilities</b>  3 <sup>rd</sup> Proficiency in 2011: 14.3 % 2012: 41.7% 2013: 15.4% 2014: 41.4%  4 <sup>th</sup> Proficiency in 2011: 20.0% 2012: 13.0% 2013: 21.4% 2014: 31.6%  5 <sup>th</sup> Proficiency in 2011: 31.8 % 2012: 38.1% 2013: 5.9 2014:26.4%  <b>Math: Students with disabilities</b> 3 <sup>rd</sup> Proficiency in 2011: 64% 2012: 41.6% 2013: 57.2%: 2014:72.4%  4 <sup>th</sup> Proficiency in 2011: 35.0% 2012: 78.2% 2013: 78.6% 2014: 31.6%  5 <sup>th</sup> Proficiency in 2011: 45.5% 2012: 52.4% 2013%: 58.9 2014:54.7%
Homeless Students	SAME AS ABOVE	
Migrant Students	N/A	
English Language Learners	Include Assessing	Increase student achievement (Reading, Writing, Phonemic Awareness,

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	<b>Comprehension and Communication in English (ACCESS Assessment)</b> On Course Training My Math Workshops Providing Meaningful Feedback Student Engagement PD Read Aloud PD Technology PD (smartboard) Power School PD Put Reading First PD Take Away Endings PD Google Docs PD Uniformed Grading System Common Core PD Danielson Framework Evaluation Tool Student Growth Objective PD System 44/Read 180 <b>Close Reading</b>	<b>Vocabulary, Phonics, Fluency, and Comprehension by a minimum of 5%.</b> Increase student academic achievement in Mathematics (Geometry & Measurement, Problem Solving, Patterns & Algebra, Number & Numerical Operations, and Data Analysis, Probability & Discrete Mathematics) by a minimum of 5%. -ELL Grade 3 Math 2011 NS 2012 33% 2013 50% Proficient -ELL Grade 3 ELA 2011 NS 2012 18% 2013 0% Proficient -ELL Grade 4 Math 2011 50% 2012 30% 2013 0% Proficient -ELL Grade 4 ELA 2011 0% 2012 42% 2013 0% Proficient -ELL Grade 5 ELA 2011 50% 2012 22% 2013 0% Proficient -ELL Grade 5 Math 2011: 50% 2012 14% 2013 25% Proficient The population for ELL is continually growing. A comparative study will be done with the results of the PARCC and ACCESS Assessments.  This will be measured by student performance on Cycle and Benchmark Assessments, Report Cards, Progress Reports, Teacher Created Assessments and State and District Assessments. This will also be measured by student performance on the ACCESS.
Economically Disadvantaged	SAME AS ABOVE	

### 2015-2016 Comprehensive Needs Assessment Process\* *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment?



## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

**School Leadership Committee (SLC)**

**Parent Teacher Association (PTA)**

**Data Team**

**Faculty Discussions**

**Weekly Faculty Meetings**

**Walkthrough Feedback**

**Dialogue with stakeholders**

**Grade level Common Planning Meetings**

**Multicultural Survey**

The School Leadership Committee which includes the building administrator, teachers, non-certified staff, and parents, met to discuss the needs of the school based on multiple forms of data. Based on the professional dialogue, the team selected three priority problems that would be the focus on the 2015-2016 school year. The primary forms of data included NJ ASK 3-5 and district benchmark assessments, grade distribution reports, surveys, attendance and sign-in sheets, and evidence gathered from administrative walkthroughs. School summaries are used to collect data for student subgroups. Performances by demographic groups include: general education, special education, limited English proficient, female, male, American Indian, Asian, Black, Hispanic, Pacific Islander, the multi-ethnic, economically disadvantaged, non-economically disadvantaged, migrant students, and most recently the homeless population.

After test administration, teachers are able to review student performances as it relates to CCSS. Students are grouped by performance bands (Advanced Proficient, Basic, and Below Basic) depending upon the amount of percentage points earned on a particular test.

Reports may also be retrieved that group children for differentiated instruction. It is here that the classroom teacher identifies priorities and interventions for subgroups and for the entire class. Finally, a school wide Data Dashboard is constructed in the school's main lobby. Its main purpose is to provide transparency as well as accountability.

2. What process did the school use to collect and compile data for student subgroups?

- Information retrieved from Power School

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

- **Multicultural Survey**
- **Data Team**
- **Lunch Applications**
- **Home Language Survey**
- **Community Meetings**
- **School Leadership Committee (SLC)**
- **Parent Teacher Association (PTA)**
- **Dialogue with stakeholders**
- **Walkthroughs**
- **Student performance**

School summaries are used to collect data for student subgroups. Performances by demographic groups include: general education, special education, limited English proficient, female, male, American Indian, Asian, Black, Hispanic, Pacific Islander, the multi-ethnic, economically disadvantaged, non-economically disadvantaged, migrant students, and most recently the homeless population.

Most recently, the District's newest initiatives provide even more specific information about a child's performance as it relates to the Common Core State Standards. After test administration, teachers are able to review student performances as it relates to Common Core State Standards. Students are grouped by performance bands (Advanced, Proficient, Basic, and Below Basic) depending upon the amount of percentage points earned on a particular test. Reports may also be retrieved that group children for differentiated instruction.

Other measures used to collect data about student subgroups were Oral Reading Fluency, First In Math, Literacy Theme Tests, Math Unit/Book Tests, Benchmark Assessments, Monthly Writing and Math Short Constructed and Extended Constructed Responses. The method that is used for interpreting data about student subgroups is through grade-level meetings, administration/supervisors strategic planning meetings, and SLC meetings.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

Data that comes from Irvington Public Schools (IPS) Office of Planning Evaluation and Testing is statistically sound. Other data that is compiled comes from district level and school level assessments. NJ ASK data is the recommended standardized assessment used across the State of NJ and is considered to be valid and dependable. The implementation of triangulation (multiple measures: checks and balances, and the utilization of several reliable sources of data collection)

Supporting documentation (NJ ASK results, Benchmark Assessments, Unit/Cycle Assessments, Teacher Created Assessments, Read 180, System 44)

### **4. What did the data analysis reveal regarding classroom instruction?**

The data revealed that the staff still needs training and assistance with Standards-based instructional planning, differentiation, rigor, and small group instruction that focuses on specific needs (formative assessment results driving instruction). There is a greater need for more services to accommodate struggling learners. There should also be more focus placed on individual student tracking. Teachers should also follow the new guidelines for the Common Core State Standards CCSS and teach for mastery.

- The need for differentiated instruction
- The need for on-going staff development
- The need to infuse rigor into instruction (Bloom's Taxonomy)
- The need to plan more small group and center based activities in order to provide students with effective and meaningful learning experiences
- There is a need to increase resources and implement best practice application in the areas of English Language Arts (reading, writing, and comprehension) and Mathematics (geometry & measurement, patterns & algebra, data analysis, and problem solving).

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

**Based on the results of formal evaluations, it is noted that staff members who scored “Not Effective” on the formal evaluation need additional professional development. Focused classroom walkthroughs and informal observations also provided data that displayed gaps in specific areas of professional practice. There is a greater need for more services to accommodate struggling learners and more focus placed on individual student tracking. Teachers need to follow the new guidelines for the Common Core State Standards CCSS and teach for mastery.**

- Professional Development must be ongoing
- Professional Development must be differentiated to meet the individual needs of each staff member
- Professional development must be meaningful and job embedded
- It is imperative that a rigorous protocol is established in order to check for implementation (with fidelity).
- There is a continued need for professional development, resources, and best practice application in the areas of English Language Arts (reading, writing, comprehension) and mathematics (geometry & measurement, patterns & algebra, data analysis, and problem solving)

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

6. How does the school identify educationally at-risk students in a timely manner?

**Educationally at-risk students are identified by NJ ASK, cycle/benchmark assessments, weekly assessments, formative assessments, teacher created assessments, parent/guidance/ teacher recommendation as well as free and reduced lunch qualification.**

**Administrators and staff have been meeting regarding projections for state assessment scores since the close of the 2012- 2013 school year in order to prepare for the 2014-2015 school year.**

- **NJ ASK Scores**
- **I&RS**
- **Behavior Issues**
- **Teacher collaboration and recommendation**
- **Benchmark assessment data**
- **Weekly assessments**
- **Collaboration and dialogue with parents**
- **Student Attendance**
- **Students in Crisis**

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

7. How does the school provide effective interventions to educationally at-risk students?

The school provides interventions to educationally at-risk students through tutoring, instructional support, input from special education teachers, outside counseling services, sessions with guidance counselor and social worker, differentiated instruction, small group instruction, peer tutoring, and classroom centers.

- **I &RS Process**
- **Read 180**
- **System 44**
- **PBSIS**
- **Collaboration and dialogue with Content Area Supervisors**
- **Collaboration with Social Worker**
- **Collaboration with Guidance Counselor**
- **Referrals to outside agencies and consultants**
- **Saturday Academy Program**
- **Extra Curricular Activities (clubs etc)**
- **Least Restrictive Environment (Inclusion Program)**
- **Plan effective and attainable Student Growth Objectives**

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

**8.** How does the school address the needs of migrant students?

There are no migrant students at Grove Street School.

**There were a few homeless students however, in the event that there were, the following would occur: The needs of homeless students are addressed by bus tickets for transportation, school wide uniform swap, counseling through social worker and or guidance counselor, and donations from local churches of food, clothing, and school supplies as needed.**

- **Refer to Parent Coordinator**
- **Collaborate with PTA**
- **Collaborate with Social Worker**
- **Collaborate with School Nurse**
- **Referrals made to outside agencies for assistance**

## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

**9.** How does the school address the needs of homeless students?

**There were a few homeless students however, in the event that there were, the following would occur: The needs of homeless students are addressed by bus tickets for transportation, school wide uniform swap, counseling through social worker and or guidance counselor, and donations from local churches of food, clothing, and school supplies as needed.**

- **Refer to Parent Coordinator**
- **Collaborate with PTA**
- **Collaborate with Social Worker**
- **Collaborate with School Nurse**
- **Referrals made to outside agencies for assistance**

**10.** How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

**The building administrator conducts data analysis sessions on a monthly basis. The administrator and instructional staff meet weekly for data analysis during grade level and horizontal/vertical articulation meetings. Assessments are data driven and target challenging areas as well as specific standards that may have been challenging for students. The PBSIS Specialist consultant provided conferences with teachers throughout the school year to address issues of social climate and culture.**

- **Weekly Faculty Meetings**
- **Data Team Meetings**
- **Grade level Common Planning meetings**
- **Meetings facilitated by Central Office**
- **Dialogue and collaboration**
- **School Leadership Meetings**



## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

**11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Continuous discussions and vertical articulation amongst the teaching staff, spring and summer packets, pre/post tests results, and recommendations as well as assist in the process of transition. All grade level transitions are strategically planned during horizontal/vertical articulation meetings. These strategic plans address academic and social emotional needs. Fifth grade students visit the Middle School for an orientation program, incoming kindergartners are invited to a Kindergarten Orientation, and incoming pre-schoolers visit and tour the school. The building principal ensures that the curriculum is implemented with fidelity to foster a continuation of learning objectives.

- Kindergarten Orientation hosted by the school (held after school hours in order to accommodate parents)
- Pre-K visits to kindergarten classes in the building (throughout the year)
- Facilitate parent visits of classrooms
- Student records are sent to the welcoming middle school
- Open communication between school guidance counselors

**12.** How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

Determination of priority problems and root causes were based on analyzing data, planning sessions, surveys as well as, input from staff, parents, and all stakeholders. Representatives from the School Leadership Committee and Data Team reviewed data and summarized findings. Those findings were then prioritized.

- Needs Assessments
- Analysis of NJ ASK Results (Data Team longitudinal study of data)
- Faculty Meetings
- Grade Level Articulation Meetings
- Student Performance Data

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

*\*Provide a separate response for each question.*

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	<b><u>Student Performance Results in English Language Arts</u></b>	<b><u>Student Performance in Math</u></b>
Describe the priority problem using at least two data sources	Student data reveals minimal growth in writing and instructional reading comprehension levels based on four cycles of assessments, analysis of NJ ASK Assessments Results, SRI, and student performance in unit and benchmark assessments.	Student data reveals minimal growth mathematical concepts. This information is based on four cycles of assessments, analysis of NJ ASK Assessments Results, cycle, benchmark assessments, unit assessments, and teacher created assessments. A major area of concern is student's inability to improve their problem solving skills and any mathematical problem that involves multi steps.
Describe the root causes of the problem	Students need academic support to reach proficiency/advanced proficiency levels on the NJ ASK. The standardized test scores reveal major deficiencies in English Language Arts and Mathematics. Many students are not reading at grade level. Students' critical thinking skills are lacking, and there has been a dearth of informational text instruction.	Limited knowledge of Researched Based Best Practices. Limited Knowledge of Research-Based Instructional Strategies for Math. Designing of more coherent and rigorous instruction involving higher levels of Bloom's Taxonomy. Data has also revealed a major deficiency in the basic mathematical skills along with ECR and SCR.
Subgroups or populations addressed	General Ed, Students With Disabilities, ELL and homeless students	Gen Ed, Students With Disabilities, ELL, and Homeless
Related content area missed (i.e., ELA, Mathematics)	English Language Arts	Mathematics
Name of scientifically research based intervention to address priority problems	<b>84-120 minutes uninterrupted Balanced Literacy Block Read 180/System 44 Whole Group Instruction</b>	Continuous Relevant Professional Development for teachers to build capacity and improve their delivery of instruction.

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

	<p> <b>Small Group Instruction</b>  <b>Peer Tutoring</b>  <b>Peer Sharing</b>  <b>Cooperative Learning</b>  <b>Read Aloud</b>  <b>Differentiated Instruction</b>  <b>Implementation of Rigor</b>  <b>Center Based Learning</b>  <b>Put Reading First</b>  <b>The Common Core</b>  <b>Read 180</b>  <b>Systems 44</b>  <b>Close Reading</b>  <b>Focus on Informational Text (Author's Purpose)</b>  <b>Student Engagement Strategies</b>  <b>National Student Council</b>  <b>National Honor Society</b>  <b>Trips: Expeditionary Learning</b>  <b>After School Tutorial Programs</b>  <b>Least Restrictive Environment</b>  <b>Departmentalization (Grades 3-5)</b>  <b>Clubs and Activities (extra curricular activities for example Book Club, Writers Club, Readers Theater),</b>  <b>Actors/Drama Club</b>  <b>Assemblies</b>  <b>Parental Involvement Programs</b>  <b>Cross Content Curriculum</b>  <b>Literacy Night</b> </p> <p><b>Source: What Works Clearinghouse</b></p> <p><b>Professional development and teacher education policies have the potential to greatly affect teachers' abilities to teach and, as a result, students' abilities to learn.</b></p>	<p><b>Professional development and teacher education policies have the potential to greatly affect teachers' abilities to teach and, as a result, students' abilities to learn.</b></p> <p><b>RTI and Early Reading and Mathematics Moving Evidence of What Works Into Practice (Media) 2009</b></p> <p><b>Source: What Works Clearinghouse</b></p> <p><b>Professional development and teacher education policies have the potential to greatly affect teachers' abilities to teach and, as a result, students' abilities to learn.</b></p> <p><b>Source: What Works Clearinghouse: Early Reading and Mathematics Moving Evidence of What Works Into Practice (Media) 2009</b></p> <p><b>The National Mathematics Advisory Panel made the following statement. "Explicit systematic instruction typically entails teachers explaining and demonstrating specific strategies and allowing students many opportunities to ask and answer questions and to think about the decisions they make while solving problems."</b></p> <p>           Differentiated Instruction            Math Journals            Learning Centers            Infusion of Technology in instruction         </p>
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## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

	<p><b>Source: What Works Clearinghouse</b></p> <p><b>The National Institute for Literacy</b>  <b>Facilitated a study regarding Literacy in the United States:</b>  <b>It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension. (September 2010)</b></p>	<p>Practice PARCC Simulation Tests</p> <p>Interventions and Manipulative from My Math Series</p> <p>Manipulatives</p> <p>After School Tutorial Program</p> <p>Math Night</p> <p>Assemblies</p> <p>Peer Tutoring</p> <p>Trips: Expeditionary Learning</p> <p>Math Club/Science Club</p> <p>Saturday Academy Program</p> <p>On Course Lesson Planning</p> <p>My Math E-Assessments</p> <p>Problem of the Day</p> <p>Departmentalization grades 3 through 5</p> <p>Cross Content Curriculum</p> <p>Standards based Instruction</p> <p>Least Restrictive Environment</p> <p>Weekly Professional Development for teachers</p>
How does the intervention align with the Common Core State Standards?	<p><b>These interventions are all instrumental in the establishment of a learning environment that is accessible and rewarding to teachers, administrators, students, support staff, parents and the community. We fully support the initiatives of the Common Core State Standards because they share our long-standing commitment to providing a progression of learning experiences that result in a mastery of knowledge and skills for the 21<sup>st</sup> century learner.</b></p>	<p><b>These interventions are all instrumental in the establishment of a learning environment that is accessible and rewarding to teachers, administrators, students, support staff, parents and the community. We fully support the initiatives of the Common Core State Standards because they share our long-standing commitment to providing a progression of learning experiences that result in a mastery of knowledge and skills for the 21<sup>st</sup> century learner.</b></p>

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

### 2015-2016 Comprehensive Needs Assessment Process Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	<b><u>Lack of Technology Educational Resources</u></b>	<b><u>School Climate/Culture</u></b>
Describe the priority problem using at least two data sources	<p><b>Lack of Resources:</b> Instructional materials are needed to support new Standards, curriculum, and intervention for struggling students (Smart boards, iPads, Computers, laptops, a sound system for plays, readers theater, presentations, assemblies, and other forms of technology)</p> <p><b>Inconsistent use of Technology:</b> Instructional materials are needed to support consistent use of technology for 21<sup>st</sup> Century Learners, including intervention for struggling students</p>	<p>PTA Meetings (1% parental involvement as per sign-in sheet) Open House/Back To School Night (60% attendance as per sign-in sheet) Parent Teacher Conferences (62% parental attendance as per sign-in sheet) School Events and Activities (40% attendance as per sign-in sheet) Dismal Teacher attendance to PTA Meetings</p>
Describe the root causes of the problem	<b>Lack of teacher proficiency/expertise in the use of technology.</b>	<p>Socioeconomic Work Schedules Cultural Barriers Family Crises Lack of Confidence in the Education System Parents are Overwhelmed Daily Stressors</p>
Subgroups or populations addressed	<b>General Ed, Students With Disabilities, ELL and Homeless students (ALL STUDENTS)</b>	<b>Gen Ed, Students With Disabilities, ELL, and Homeless</b>
Related content area missed (i.e., ELA, Mathematics)	<b>English Language Arts and Mathematics</b>	<b>English Language Arts and Mathematics</b>

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Name of scientifically research based intervention to address priority problems	<p><b>Supplemental Technology Programs:</b>  <b>First In Math</b>  <b>Star Falls</b>  <b>Technology Club</b>  <b>Mathematical Software</b>  <b>My Math E-assessments</b>  <b>Update Instructional Resources based on newly adopted Common Core State Standards</b>  <b>The Infusion of Technology in instruction via smartboards in every classroom, chrome books/tablets, or ipads for all students.</b></p> <p><b>Integrating technology into classroom instruction means more than teaching basic computer skills and software programs in a separate computer class. Effective tech integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals.</b></p> <p><b>Many people believe that technology-enabled project learning is the new plus ultra of classroom instruction. Learning through projects while equipped with technology tools allows students to be intellectually challenged while providing them</b></p>	<p><b>*The creation of meaningful partnerships with parents and community members</b>  <b>*Forums for parents and staff to share opinions and concerns</b>  <b>*Surveys</b>  <b>* PTA Meetings</b>  <b>* Guest Speakers</b>  <b>PARCC/Common Core Parent Workshops</b>  <b>*Community meetings</b>  <b>*Superintendent Forum</b>  <b>*Board of Education Meetings</b>  <b>*Workshops for staff And Parents</b>  <b>* Educational Trips for Staff and parents</b>  <b>* Assemblies</b>  <b>* School Leadership Committee</b>  <b>* Safety Team</b>  <b>* Invitations to events at school</b>  <b>* Extra Curricular Activities (Drama/Actors Club, Cheerleading Squad, Dance Club, Basketball Teams etc)</b></p> <p><b>Source: What Works Clearinghouse</b></p> <p><b>A 2005 Harvard Family Research Project analysis of 77 studies on the importance of parental involvement in children's education concluded that the studies consistently associated higher parental involvement with high levels of student achievement in areas including teacher ratings, grades, and standardized test scores. Both the Harvard and Michigan Department of Education reports observed that these improvements were consistent across socioeconomic backgrounds, with effects that were significant regardless of</b></p>

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

	<p>with a realistic snapshot of what the modern office looks like. Through projects, students acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information they've found online.</p> <p>The myriad resources of the online world also provide each classroom with more interesting, diverse, and current learning materials. The Web connects students to experts in the real world and provides numerous opportunities for expressing understanding through images, sound, and text.</p> <p>Resources from Connected Educator, November 2013)</p>	<p>ethnicity and social status. The Michigan report also noted that parental involvement was twice as predictive of success as socioeconomic status.</p>
How does the intervention align with the Common Core State Standards?	<p><b><u>English Language Arts</u></b> College and Career readiness anchor Standards for Writing. Use technology, including the internet, to research, produce and publish writing, and also to interact and collaborate with others.</p> <p><b><u>Mathematics</u></b> Standards for mathematical Practice: Use appropriate tools strategically. When making mathematical models, students understand that technology will enable them to visualize the results of varying assumptions, explore the consequences, and compare predictions with data.</p>	<p>Valuing parental input is a part of a regular system of school change. When parents know their input will be respected, they can share with teachers and administrators what concerns they have, what strengths and/or weakness they can detect, and how they see this new learning approach playing out in schools and at home. Schools who have practiced parental involvement will also garner support more easily for positive changes because parents are included in decisions, know what is going to happen, have input, and aren't surprised by what is occurring. Studies support the fact that it is somewhat logical that parents who understand the system and can help with what is being taught at school, i.e., the Common Core Standards, can support and help their children learn. Parents who are part of the solution will support the solution they help create.</p>



**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

**The results can then be seen in the children's work.**

National Coalition for Parent Involvement in  
Education. [www.ncpic.org](http://www.ncpic.org)

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “*

### 2015-2016 Interventions to Address Student Achievement

<b>ESEA §1114(b)(1)(B) strengthen the core academic program in the school:</b>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	K-5 African-American, Hispanic, Asian, Special education, economically disadvantaged Homeless Migrant, ELLs, Students with Disabilities	Balanced Literacy *Put Reading First *Read 180 * System 44 *Reading Wonders *After School Tutorial Programs * Formative Assessments * Inclusion * Least Restrictive Environment * Professional Development for staff	*Teachers *Building Administrator *Support Staff *ELA Supervisor *Central Office Staff *Consultants *Paraprofessionals	Increase student achievement (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) by 5%  Data regarding student performance will be collected from Formative Assessments, Summative Assessment, Unit Tests, Benchmark and Cycle tests, District and State assessments.	<b>Source: What Works Clearinghouse</b>  The National Institute for Literacy Facilitated a study regarding Literacy in the United States: It describes the findings of the National Reading Panel Report and provides analysis and discussion in five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension. (September 2010)
Math	K-5 African-American, Hispanic, Asian, Special education, economically disadvantaged Homeless Migrant, ELLs, Students with Disabilities	*My Math *E-assessments *After School Tutorial Programs * Inclusion * Least Restrictive Environment * Formative Assessments *Professional Development for staff	*Teachers *Building Administrator *Support Staff *ELA Supervisor *Central Office Staff *Consultants *Paraprofessionals	Data regarding student performance will be collected from Formative Assessments, Summative Assessment, EAssessments Unit Tests, My Math Assessments, Benchmark and Cycle tests, District and State assessments.	<b>Source: What Works Clearinghouse: Early Reading and Mathematics Moving Evidence of What Works Into Practice (Media) 2009</b>  The National Mathematics Advisory Panel made the following statement. “Explicit systematic instruction typically entails teachers explaining and demonstrating specific strategies

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					and allowing students many opportunities to ask and answer questions and to think about the decisions they make while solving problems.”
ELA	Homeless	N/A			

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			
ELA					
Math					

*\*Use an asterisk to denote new programs.*

### 2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	K-5 All Students African-American, Hispanic, Asian, Special education, economically	*After School Tutorial Programs *Summer School Enrichment Programs	*Teachers	Increase student achievement (Reading, Writing, Phonemic Awareness, Vocabulary, Phonics, Fluency, Comprehension) by 5%	Quality Formative and Summative Assessments These will generate important data regarding student performance.

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
	disadvantaged Homeless Migrant, ELLs, Students with Disabilities	*Additional Tutoring during Recess * District Homework Hotline Clubs	*Building Administrator *Support Staff *ELA Supervisor *Central Office Staff *Consultants *Paraprofessionals	Data regarding student performance will be collected from Formative Assessments, Summative Assessment, Unit Tests, Benchmark and Cycle tests, District and State assessments.	
Math	K-5 (ALL Students) African-American, Hispanic, Asian, Special education, economically disadvantaged Homeless Migrant, ELLs, Students with Disabilities	*After School Tutorial Programs *Summer School Enrichment Programs *Additional Tutoring during Recess * District Homework Hotline Clubs	*Teachers *Building Administrator *Support Staff *ELA Supervisor *Central Office Staff *Consultants *Paraprofessionals	Data regarding student performance will be collected from Formative Assessments, Summative Assessment, EAssessments Unit Tests, My Math Assessments, Benchmark and Cycle tests, District and State assessments.	Quality Formative and Summative Assessments These will generate important data regarding student performance.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

***\*Use an asterisk to denote new programs.***

### 2015-2016 Professional Development to Address Student Achievement and Priority Problems

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with				

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

**ESEA §1114 (b)(1)(D)** In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Disabilities				
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged	N/A			
ELA					
Math					

***\*Use an asterisk to denote new programs.***

**24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation).** A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

### Evaluation of Schoolwide Program\*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

**Principal, members of the School Leadership Committee, Data Team, School Improvement Panel and additional stakeholders. The review will be conducted internally by school staff.**

2. What barriers or challenges does the school anticipate during the implementation process?

**There were some barriers such as teacher absence for professional development, the implementation of new programs during the school year which resulted in schedule changes, and the resistance of some staff members to implement initiatives with Fidelity.**

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

**Common Planning Grade Level Meetings (time built into the schedule)**

**Weekly Faculty Meetings**

**Established Transparency (Data Team sharing and disaggregating of data with all stakeholders)**

**Differentiated Professional Development for Staff**

**Support and resources from Central Office**

**Shared goals, objectives, and vision**

**Plan was discussed at School Leadership Council meetings, which has parent representation**



## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

**The school will use surveys, perception surveys, and sign-in sheets for school events, faculty and staff meetings, feedback forms from schoolwide events, as well as students' data to gauge the perceptions of the staff.**

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

**The school will use surveys, perception surveys, and sign-in sheets for school events, School Leadership Committee Meetings, Grade Level community meeting, Back-to-school night, parent/teacher conference, Coffee hour, Parent/Teacher association meetings and Parent workshops to gauge the perceptions of parents and members of the community.**

6. How will the school structure interventions?

**I&RS Process**

**Conferences with parents/guardians**

**Conferences with students**

**Collaboration of staff to identify and address students' individual needs**

**Differentiated Instruction**

**Positive Behavior Support in Schools (PBSIS)**

**Collaboration with the Guidance Counselor and Health and Social Services Coordinator (HSSC)**

**Individual Student Plans and Individual Educational Plans**

**Referrals to outside agencies**

**Professional Development**

**Collaboration with Content Area Supervisors**

**Collaboration with Central Office**

## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

7. How frequently will students receive instructional interventions?

**Students will receive instructional interventions as dictated by the needs assessment and the I&RS process. They will also receive interventions as defined in the IEP's on a daily basis and as often as necessary.**

8. What resources/technologies will the school use to support the schoolwide program?

**Smartboard and Responders  
School Messenger System  
School and District Web Page  
IPAD  
Google Docs  
Power School  
On Course Lesson Planning  
My Math E-Assessment  
Email  
Computer Programs; (Websites-e.g., Scholastics, Starfalls, etc.)  
System 44  
Read 180  
Chrome Books**

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

**The effectiveness of the interventions will be measured by the following; student academic progress and performance on teacher-made tests, benchmark and cycle assessment, formative and summative assessments, and student performance on state and district assessments. The number of discipline infraction as per Power School and the ability of students to become reflective practitioners, self assess and participate in goal setting activities. As per surveys and questionnaires distributed by the Guidance Counselor and Social Worker**

## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

**Small Group Sessions**

**One on One**

**Grade Level Meetings**

**Faculty Meetings**

**Email**

**School Leadership Committee**

**PTA Meetings**

**Parent Workshops**

**Parent Conversation Hour**

**Parent Portal**

**Twitter**

*\*Provide a separate response for each question.*

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

### *ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services*

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

#### **2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	<b>K-5 All Students:</b> <b>African-American, Hispanic, Asian, Special education, economically disadvantaged</b> Homeless Migrant, ELLs, Students with Disabilities	Parent-Student Handbook *GED classes Food Bank * Back Pack Food Program Technology classes PTA * Parent Portal * Twitter *Monthly Parent Conversation Hour Reading Workshops Back To School Night Parent Teacher Conferences Muffins With Moms Bagels With Dad Community Grade Level Meetings Community Technology Center Parent Workshops Open Door Policy	<b>Parent Coordinator</b> <b>*Staff</b> <b>*Principal</b> <b>*PTA President</b>	A 5% increased parental and community involvement at school events as evidenced by sign-in sheets. A 5% increase in student proficiency level on state, district and teacher created assessment. At least an average 95% student attendance as evidenced by Power School, attendance data, and monthly Principal's report. 5% decrease in student suspension. Data will be obtained from Positive Behavior Support in Schools as well as Power School. 5% reduction in the number of students classified in self-contained special education classes as evident by data from the Child Study Team Power School, and I&RS process	<b>Researchers have evidence for the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development (Eccles&amp; Harold, 1993: Illinois State Board of Education, 1993). According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to: 1. Create a home environment that encourages learning. 2. Express high (but not unrealistic) expectations for their children's achievement and future careers. 3. Become involved in their children's education at school and in the community" (p.160). Henderson and Berla (1994) reviewed and analyzed eighty-five studies that documented the</b>

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		*Community Clean Up Projects *Afternoon/Morning Wrap Around Program			<p>comprehensive benefits of parent involvement in their children's education. Further studies show that parent involvement activities that are effectively planned and well implemented result in substantial benefits to children, parents, educators, and the school.</p> <p>In 2003 the National Network of Partnership schools reported, "Regardless of Prior level of indiscipline, schools that improve the quality of partnership activity from one year to the next reported lower levels of students involved in disciplinary action. After accounting for prior levels of indiscipline, schools that used more practices to involve families in school reported lower levels of students receiving detention (Sheldon and Epstein, 2001B). Similar effects were found for attendance in a study involving 12 elementary schools." (Epstein and Sheldon, 2000)</p>
Math	K-5 All Students: African-American, Hispanic, Asian, Special	Parent-Student Handbook *GED classes Food Bank * Back Pack Food Program	<b>Parent Coordinator</b> *Staff *Principal *PTA President	A 5% increased parental and community involvement at school events as evidenced by sign-in sheets. A 5% increase in student	<b>The results for studies examining 100% minority students and mostly minority students were also close to about .5 of a standard deviation. The effects of parental involvement</b>

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	<b>education, economically disadvantaged</b> Homeless Migrant, ELLs, Students with Disabilities	Technology classes PTA * Parent Portal * Twitter *Monthly Parent Conversation Hour Reading Workshops Back To School Night Parent Teacher Conferences Muffins With Moms Bagels With Dad Community Grade Level Meetings Community Technology Center Parent Workshops Open Door Policy *Community Clean Up Projects *Afternoon/Morning Wrap Around Program	<b>Parent Coordinator</b> <b>*Staff</b> <b>*Principal</b> <b>*PTA President</b>	proficiency level on state, district and teacher created assessment. At least an average 95% student attendance as evidenced by Power School, attendance data, and monthly Principal's report. 5% decrease in student suspension. Data will be obtained from Positive Behavior Support in Schools as well as Power School. 5% reduction in the number of students classified in self-contained special education classes as evident by data from the Child Study Team Power School, and I&RS process	<b>tended to be larger for African American and Latino children than they were for Asian American children. However, the effect sizes were statistically significant for all three of these minority groups. The results highlight the consistency of the impact of parental involvement across racial and ethnic groups. (William H. Jeynes Harvard Family Research Project, December 2005)</b> <b>DW Britt Applied Behavioral Science Review (1998) studied the differential parental involvement in the US home based pre-school education program. He distinguished between 'low' and 'high' risk families. The latter had a low socio-economic status compounded by problems associated with drugs, alcohol, overcrowding and debt. He found that "low risk families would be highly involved no matter what level of additional family support was provided ...high risk families, on the other hand, would be highly involved only if the programmers were able to provide additional support for the problems of living with which they were coping" (p 179).</b>

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>A synthesis of the research concluded that “the evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Families, Schools, and Communities: Building Partnerships for Educating Children. By Chandler Barbour, Nita H. Barbour &amp; Patricia A. Scully</p> <p>Research shows family involvement has a positive impact on student achievement. Benefits include, a boost in grads, increased standardized scores, higher enrollment in challenging programs, improved attendance, better behavior in school and at home, and enhanced social skills. Beyond the Classroom Door, Susan Saltrick and Alissa Peltzman, 2005.</p> <p>Parent Participation Sources:</p>

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					<p><b>Southwest Educational Development Laboratory 2002. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. (Authors: Anne Henderson and K. L. Mapp</b></p> <p><b>A synthesis of the research concluded that “the evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement in 3school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.</b></p> <p><b>Henderson and Berla (1994) reviewed and analyzed eighty-five studies that documented the comprehensive benefits of parent involvement in their children’s education. Further studies show that parent involvement activities that are effectively planned and well implemented result in substantial benefits to children, parents, educators, and the school. In 2003 the National Network of Partnership schools reported,</b></p>



## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					“Regardless of Prior level of indiscipline, schools that improve the quality of partnership activity from one year to the next reported lower levels of students involved in disciplinary action. After accounting for prior levels of indiscipline, schools that used more practices to involve families in school reported lower levels of students receiving detention (Sheldon and Epstein, 2001B). Similar effects were found for attendance in a study involving 12 elementary schools.” (Epstein and Sheldon, 2000)
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N N/A			
ELA	Economically Disadvantaged	N/A			
Math	Economically Disadvantaged	N/A			

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA		N/A			
Math		N/A			

*\*Use an asterisk to denote new programs.*

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

### **2015-2016 Family and Community Engagement Narrative**

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

**Connecting school to home and creating meaningful partnerships between school and parents will positively influence student achievement. Establishing transparency and keeping all stakeholders informed will also have a positive impact. The school will continue to work with families and establish community partnerships. We will also seek to form new relationships to help address our priority problems. To the extent that student achievement is a primary focus, parental and family involvement plays a key role in increasing student performance.**

**We will conduct evaluations to assess the effectiveness of parental involvement programs in relationship to improving the academic achievement. We will also identify barriers to greater participation by parents in activities and use the findings of these evaluations to design strategies for more effective parent involvement.**

2. How will the school engage parents in the development of the written parent involvement policy?

**Selected parents will be requested to attend. In addition, an open invitation will be sent to all parents and members of the community. This will be addressed in a series of meetings designed to explain, examine and improve the parent involvement policy. The policy will be distributed to selected groups (PTA and School Leadership Committee) for feedback and then adopted as policy. Additionally, the efforts of the parent coordinator, PTA president, and the building administrator will be used to engage parents in the development of the parent involvement policy.**

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

### **3. How will the school distribute its written parent involvement policy?**

- \* Policies regarding parent involvement will be made available via current posting on the school/district website.**
- \* Email**
- \* Hard copy distributed to parents on Back to School Night/Open House**
- \* Collaboration between the parent coordinator and the building administrator**
- \* Hard copy provided during conferences, Community Meetings, or visits to the school**
- \* Hard copy sent home with students along with an acknowledgement sheet to confirm receipt with a return request**
- \* Phone blast (School messenger service)**
- \* Information made available at monthly Board of Education Meetings**
- \* Information made available at Superintendent's Forums**
- \* Information made available at Parent Teacher Association Meetings**
- \* Information made available at Community meetings**

**All parents will receive the Grove Street School Student Handbook. The handbook will contain the parent involvement policy. Parents will be required to sign a form confirming receipt of the policy. Time will be allotted during parent workshops and PTA meetings to address questions, concerns and input. The handbook will be reviewed quarterly for revisions for the next school year. Information is also available on the school's website.**

### **4. How will the school engage parents in the development of the school-parent compact?**

**A number of parents will be requested to attend. In addition, an open invitation will be sent to community members. This will be addressed in a parent workshop as well as communication with the parent representatives of the School Leadership Council (SLC) and at PTA meetings.**

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

5. How will the school ensure that parents receive and review the school-parent compact?

**The compact will be sent home and parents will be asked to review, provide feedback if necessary, and return. This will be done through the use of technology utilizing such features as the parent handbook, PTA meetings, school newsletter, and it will be distributed at Open House, grade level community meetings, flyers, parent teacher conferences, and telephone blasts. Also, parents are invited to see their child's teacher in order to read and sign the compact.**

6. How will the school report its student achievement data to families and the community?

**This will be done through the use of technology utilizing such features as the PTA meetings, school newsletter, and it will be distributed at Open House. In addition, there are two annual district wide parent conferences, monthly parent meetings, parent teacher conferences, phone blasts, student recognition/achievement assemblies, district community outreach meetings, parent portal, twitter, district website, monthly SLC meetings, parent workshops, the school's open door policy and the data wall.**

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives

(AMAO) for Title III?

**Letters from Central Office Administration, data boards, and information disseminated at PTA meetings and Back to School Night. This will be done through the use of technology utilizing such features as the school newsletter, and it will be distributed at Open House. In addition, there are monthly parent meetings, district community outreach meetings, email, letters to parents, district website, monthly SLC meetings, and the school's open door policy.**

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

**8. How will the school inform families and the community of the school's disaggregated assessment results?**

**Letters from Central Office Administration, data boards, and information disseminated at PTA meetings and Back to School Night. This will be done through the use of technology utilizing such features as the school newsletter, and it will be distributed at Open House. In addition, there are two annual district wide parent conferences, monthly parent meetings, district community outreach meetings, district/school website, twitter, and monthly SLC meetings, open forums - the school's open door policy, and a data wall.**

**9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?**

**School Leadership Meetings (SLC), PTA Meetings, and parent workshops will incorporate the schoolwide plan into the agenda.**

**Surveys will be used to engage parental input. A parent representative was instrumental in the development and evaluation of the plan.**

**10. How will the school inform families about the academic achievement of their child/children?**

- Student achievement data will be posted on the Data Dashboard that is displayed on a school bulletin board.**
- School report cards**
- Report cards will be distributed during parent-teacher conferences/interim progress reports**
- Parent portal on the Internet**
- High achieving students will be honored and recognized during planned events**
- High achieving students will be recognized in ceremonies and banquets facilitated/sponsored by city and district officials**
- Dialogue with parents/ guardians**
- School and district websites**
- Recognition assemblies and programs for the parents of high achieving students**
- Phone calls to parents/guardians**

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

PARCC results will be sent home, progress reports, report cards, parent teacher conferences. Teachers will engage in continuous dialogue with parents via telephone, informal and formal conferences, newsletter, and the parent portal of Power School.

**11.** On what specific strategies will the school use its 2015-2016 parent involvement funds?

**Parent Involvement funds will be used for PTA, Recognition of Parental Involvement Assembly, Take your Dad to School Day, support materials, flyers, posters, trips, incentives, surveys and parent workshops.**

*\*Provide a separate response for each question.*

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

### *ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

#### Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	Differentiated Professional Development Surveys Administrative support Safe, friendly, positive and enthusiastic work environment Growth opportunities
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	100%	Paraprofessionals are hired through the Essex County Education Services Commission and are screened for qualifications as a condition of hire. Professional development will be provided to enhance professional skills.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.



## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)***

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
The district had jobs posted on NJ Hire, on the internet, and in every school. Once hired, teachers receive professional development from district supervisors, district level professional development workshops, building principals, and teacher mentors.	Principal, Dept of Human Resources, and Content Area Supervisors and Directors